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ABSTRACT

The booklet on home economics student and program evaluation presents a variety of measuring instruments for teachers in learning about students and assessing their academic growth. Brief opening sections discuss the philosophy and objectives of evaluation, plans for evaluation programs, test construction, and construction of checklists or score cards, rating scales, and questionnaires. The majority of the booklet contains sample evaluation instruments with suggestions for their use in the following areas of home economics: child development, clothing and textiles, consumer education, foods and nutrition, family relationships, housing and home decorating, health of the family and home care of the sick, interpersonal relations, and occupational home economics. Suggestions for evaluating the total program cover the topics of general evaluation devices, Future Homemakers of America, home experiences, evaluating teaching and the program, and adult groups. A list of references includes books, pamphlets, and commercial evaluative instruments. (Author/JR)

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EVALUATION IN HOME ECONOMICS

INDIANA HOME ECONOMICS ASSOCIATION

1974

Copies Available From:
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FOREWORD

The first edition of Evaluation in Home Economics was published by the Indiana Home Economics Association in 1942. The content of the original publication was compiled from materials collected and developed by the Evaluation Committee of the Indiana Home Economics Association. High school and college home economics teachers and leaders of adult groups sent evaluation instruments to the committee to be selected. This committee included: Louise Braxton, Marguerite Downing, Frances Eilar, Emily Huntting, Mildred Johnson, Chestina Williams, Ida B. Wilhite and Frances Schneider, chairman.

The 1957 edition was developed following a survey made by a special committee which pointed up the need for revising the booklet. The following committee was appointed to revise it: Frances Eilar, Alice McKeehan, and Pauline Stark, Phyllis Kinnison and Muriel McFarland as co-chairman. This the 1957 edition was developed.

The 1964 edition was the third edition of Evaluation in home Economics, published by the Indiana Home Economics Association. Many persons contributed to the materials included in the 1964 edition. Graduate students in Education 650, Evaluation in Home Economics Education, Purdue University, developed some of the instruments and teachers tested most of them. The names of the authors of the various instruments are indicated in appropriate places throughout the booklet. Using these materials as a nucleus, the publication was revised and largely rewritten by Dr. Phyllis Kinnison Lowe, Associate Professor of Home Economics Education, Purdue University, and Mrs. Suzanne Field and Miss Muriel Sutherland, two graduate students working under her direction.

This is the fourth edition of Evaluation in Home Economics, published by the Indiana Home Economics Association. Most of the additional instruments were contributed by graduate students in Education 650, Evaluation in Home Economics Education, Purdue University. The current publication was revised by Mrs. Lucille Frick, Instructor of Home Economics Education, Purdue University.

The contents of this booklet were selected in terms of the current philosophy of evaluation. The authors have included suggestions for planning a program of evaluation, and a variety of instruments appropriate for evaluating to some degree the progress toward attainment of objectives in the several areas of home economics for junior and senior high school students, adults and out-of-school youth. The objectives at the top of each instrument are written in broad terms in some cases and in more specific, behavioral terms in other cases. In addition, instruments for evaluating the total program and teaching are provided. No one area has been treated comprehensively nor has any attempt been made to show all the possible uses for the evaluative instruments included.

References listed at the end of this booklet are highly recommended to readers who wish more information about current methods of evaluation. Also included is a list of available commercial instruments.

The contents of this booklet may be used in any way desired, either duplicated just as they are presented or changed to make them better fit the needs of the situation. The authors and the Indiana Home Economics Association hope that the booklet will be of value to teachers and other group leaders in planning and implementing a broad and varied program of evaluation in home economics.

PHILOSOPHY

The primary purpose of evaluation should be to promote the optimum development of the whole person. The chief function of evaluation should be to ascertain how the individual is growing and developing and to evaluate the adequacy of his educational environment. Possibilities of the future should be considered as well as what the individual is like now and why he is as he is. Not only what the pupil is doing with the school work should be evaluated, but also what the school program is doing to the pupil.

Evaluation involves a continual process of formulating goals, working to attain them, evaluating progress, and formulating new goals. This process can be likened to a continual circle, a constant process--never ending. It is an integral part of teaching and learning, and its instruments are tools or means of determining the extent to which educational objectives have been attained. Evaluation is a process which is perhaps utilized more continuously than we realize; however, it should be performed consciously and constructively.

It is desirable that a positive student attitude is encouraged and achieved to assist a natural evaluative process. The need for thorough evaluation is apparent in that home economics closely relates to interpersonal relationships and subject-matter area vital to living. As the influence of home economics extends itself, it is essential that evaluation be conducted effectively at college, high school, junior high school, out-of-school youth, and adult levels.

Educational leaders have learned to state goals and objectives clearly and precisely in terms of what is to be accomplished before attempting to plan their work. An important first step in evaluation is to use these objectives as guides in planning the means by which to determine the attainment of goals. There should follow mutual understanding by teachers and pupils of the characteristics associated with the goals and the behavior characteristics for each goal.

Evaluation for only part of the objectives is not enough. It should be comprehensive in that there is an assessment of growth toward knowledge, comprehension, application, analysis, synthesis, and evaluation. Other changes indicating attainment such as those of attitudes, interests, and skills which would assist in assessing the whole child should be measured, although results obtained from some instruments are not appropriate for assigning letter grades. Many different procedures and instruments should be used.

To be at its very best, evaluation should be a cooperative enterprise with everyone concerned - pupils, teachers, parents, administrators and others - contributing to the program. Together with the cooperative aspect, self-appraisal of progress makes for growth and self-direction. As pupils learn to compete with themselves rather than with others, they learn to positively judge their progress on the basis of their achievements rather than their failures. When an individual shares in the evaluation process, he becomes more aware of his needs and it follows that he understands his capabilities more. Self-evaluation promotes self-understanding. Participation in the evaluation process supplies the learner with intrinsic motivation. Motivation coming from within is more effective than extrinsic motivation.

If one of the purposes of evaluation is to serve as a basis for guiding and counseling pupils, then a variety of measuring instruments must be used to learn about the pupil and to assess his growth.

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OBJECTIVES

In order to plan learning experiences and evaluation devices, teachers need to classify the objectives of their curriculm. Many teachers use such familiar terminology for objectives as - appreciation, recognition, understanding, knowledge, and the like. A more precise set of standard classifications, of stating objectives, a taxonomy with three domains, has been developed to help teachers see the range and level of possible objectives. The cognitive domains, has been developed to help teachers see the range and level of possible objectives. The cognitive domain involves thinking, recalling, remembering, creating, and problem solving, all intellectual skills. Two other parts of the taxonomy are the affective domain, involving changes in interest, attitude, appreciation, values and the like, and the psychomotor domain*, involving manipulative or notor skills. The latter two domains are more difficult to describe and evaluate, and although the classification according to levels of learning has not been completed in these two domains, they are important to home economics.

By using the three domains, the teacher can build curriculum with a wide range of objective goals which are easily understood, fit the needs of the group, and are arranged in the proper learning sequence. Most curriculum development has taken place in the cognitive domain. When objectives are precisely defined, evaluation can also be done with greater accuracy and precision. Objectives are based on the levels of learning are presented below, arranged in the sequential hierarchy. The chart shown is based on the Taxonomy of Education Objectives: Cognitive Domain, edited by Benjamin S. Bloom.

Knowledge	Comprehension	Application	Analysis	Syntheses	Evaluation
To recall specific information, terminology, and generalizations, and to know methods or organizing and criticizing facts.	To understand the material or date: to translate, explain or summarize, and extend the idea.	To use general ideas, procedures or principles, in concrete situations.	To breakdown information into its component parts, identify	To put together parts of experiences with new material into a well-integrated whole.	To make judgments about the value of ideas, methods, solutions, etc. using accurate effective criteria and standards. Is a constant process that may require new knowledge, comprehension. etc.
	Involves knowledge	Involves comprehension knowledge	Involves application comprehension knowledge	Involves analysis application comprehension knowledge	Involves synthesis analysis application comprehension knowledge

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*Handbook 11: Affective Domain became available during the printing stage of this publication. It is suggested that the reader refer to Taxonomy of Educational Objectives, Handbook 11: Affective Domain by Krathwohl, Bloom, Masia. N.Y.: David McKay Co., Inc.

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PLANNING THE EVALUATION PROGRAM

The evaluation program should be one which measures the student's total learning gains and accomplishments and which is based on the planned objectives. The program, as an integral part of the learning experience, should be comprehensive and continuous, flexible yet well timed. There should be provision for self-evaluation, cooperatively planned; and finally the total evaluation program should be motivating and stimulating, leading to new objectives and new learning experiences.

The steps involved in planning the evaluation program include:

1. formulating objectives for the course
2. cooperatively planning class objectives
3. defining the outcomes of attaining each objective in terms of observable pupil behavior
4. planning learning situations in which the behavior can be exhibited
5. devising means for evaluating the behavior and interpreting the results

Following is an over-all plan for one area of home economics at one grade level for evaluation showing pupil objectives, behaviors, situations in which the behavior can be observed and evaluative methods and instruments. This brief plan for child development illustrates the steps in evaluation, the progressive hierarchy of the cognitive domain, and certain areas of the affective domain.

UNIT: Consumer Education Evaluation Program GRADE LEVEL: Ninth Grade

PUPIL OBJECTIVES	BEHAVIORS	SITUATIONS	METHOD OF EVALUATION AND INSTRUMENTS
Knowledge of consumer values, goals and standards.	Distinguishes between values, goals, standards	Class discussion	Observation-Checklist
		Written assignment	Checklist for written assignment
		Student Consumer Survey	Questionnaire
		Radioscopics	Checklist
		Essay test	Problem
	Clarify personal values, goals, and standards.	Class discussion	Observation-Checklist
		Values Test	Forced Choice
		Role play	Checklist
		Essay Test	Questions
	Identify individual differences in values, goals, and standards	Class discussion	Observation-Checklist
		Role play	Checklist
		Supervised study	Checklist
Comprehends the rights and responsibilities of the consumer	Identifies the basic rights and responsibilities of consumers and business in typical buyer--seller transactions.	Class discussion	Observation-Checklist
		Home Experience	Checklist
		Role play	Observation-Checklist
		Survey	Checklist
		Play, "A buying contract"	Observation-Checklist
	Identifies consumer problems as related to rights and responsibilities from suggested readings	Minute Dramas	Observation-Checklist
		Class discussion	Observation-Checklist
		Radioscopics by students	Score card
		Objective Test	Completion
	Dramatizes situations in which consumer responsibilities are being met	Role play	Checklist
		Buzz Groups - present skits	Score card
Knowledge of federal consumer protection agencies	Names the major federal consumer protection agencies		Pre-test
		Class discussion	Observation-Checklist
		Bulletin board	Score card
	Identifies the main functions of each federal agency	Observations - Interviews	Observation-Checklist Interview Schedule
		Field trip	Checklist
	Explains how each agency affects the individual consumer	Class discussion	Observation-Checklist
		Objective test	Changing alternative-best choice
	Offers solution to problems in terms of where consumer might secure federal support	Class discussion	Observation-Checklist
		Case studies	Checklist
		Essay test	Problems

PUPIL OBJECTIVES	BEHAVIORS	SITUATIONS	METHOD OF EVALUATION AND INSTRUMENTS
Application of methods of expressing consumer satisfaction and dissatisfaction	Explains when, where and how to register dissatisfaction and grievances and where to go for assistance when sellers fail to respond to reasonable demands or requests	Supervised Study	Opinionaire
		Class discussion	Observation-Checklist
		TAT - (Thematic Apperception Test)	Checklist
		Essay test	Problems
	Define expectations regarding performance of given products	Class Discussion	Observation-Checklist
		Film	Questionnaire
		Laboratory	Score card
		Survey	Questionnaire
	Develop a procedure for reporting grievances and problems, with necessary facts and details, to proper sources in a logical, reasonable manner	Sociodrama	Pre-test
		Class Discussion	Observation-Checklist
		Performance test	Score card
		Objective test	Rearrangement
		Essay test	Problems
Application of the decision-making process	Lists reasons for using decision-making process	Circular Discussion	Observation
		Objective Test	Constant alternative-2-choice
	Lists the steps in the decision-making process	Puzzle Solving	Observation
		Class Discussion	Observation-Checklist
	Identifies steps in decision-making from case studies	Case Study Problems	Observation
		Objective Test	Completion and Constant alternative
	Identifies missing steps of decision-making in case studies.	Independent study	Observation
		Class Discussion	Observation-Checklist
		Objective Test	Completion
	Applies decision-making process to given situations.	Two-chair Dialogue	Observation
		Class Discussion	Observation-Checklist
		Laboratory	Score card
		Essay test	Problems

(The above represents only an example of an evaluation plan. Additional concepts would be chosen and the level of cognition would need to be adapted to the type of learner.)

This list of evaluative means and instruments is given as a guide to show how teachers can utilize VARIED means to better evaluate the total student. Most of the types are illustrated in this booklet.

PRE-TEACHING

- Attitude Inventory
- Autobiography
- Autobiography of future
- Biography of ideal
- Case Conference
- Community findings
- Cumulative Record
- Health Record
- Home Visits
- Interest Inventory
- Observation
- Past Performance Record
- Personal Life Theme
- Pre-test - objective
- Problem Check List
- Questionnaire
- Social Acceptance Scale
- Student Conference
- Sociogram

DURING-TEACHING

- Anecdodal Record
- Check list
- Crossword puzzles
- Diagnostic Test
- Observation
- Paper and Pencil
  - Supply
    - Simple question
    - Completion
    - Analogy
    - Rearrangement
    - Essay
  - Selection
    - Constant alternatives
    - Changing alternatives
    - Matching
    - Power columns
- Performance Tests
- Progress Chart
- Projective Techniques
- Rating Scales
- Thematic Apperception
- Score Cards
- Sociogram

POST-TEACHING

- Attitude Inventory
- Conference
- Interest Inventory
- Paper and Pencil
  - Supply
    - Question
    - Completion
    - Analogy
    - Rearrangement
    - Essay
- Selection
  - Constant alternatives
  - Changing alternatives
  - matching
  - Power columns
- Performance
- Records
- Check list
- Rating Scale
- Score Card

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TEST CONSTRUCTION

Paper and pencil tests are only a small part of evaluation, and if not carefully planned, may not determine the learning that has taken place. Since constructing good tests is a difficult and time consuming job, some suggestions for test construct are included here. A teacher can save time as well as have better items if she includes, with each lesson she plans, test items that might be used later along with other means of evaluation from day to day.

An important beginning in test construction is the preparation of a grid or table of specifications, keeping the time spent on subject matter content in proportion with corresponding test items. Careful planning will aid in precise determination of the learning that has taken place. Following in condensed form are suggestions for the construction of better tests.

Planning a Test: The grid is part of planning a test.

The effective test is thoroughly planned. The purpose of the test should be kept clearly in mind. Is the test to measure how well pupils have learned material studied? Is the purpose to rank pupils accurately according to their abilities? Is the test to diagnose the strength and weaknesses of individual pupils? Is the test to measure the creativity of the pupils?

If the test is to measure how well pupils have learned the material studied, the test should parallel the work in class and should not be too difficult. If the test is to rank pupils accurately according to their abilities, the test items should be on critical points of learning. Items on critical points of learning often require application of information, synethesizing data, comprehending implications. If the test is to measure creativity, tasks should be given so creativity can be exhibited, and the objective scoring method used.

The Grid -- From the objectives and/or the content for the test, the teacher can quickly and easily construct a grid or as some authors refer to it, a table of specifications in order to plan the test so that it is comprehensive and well balanced in its emphasis. In order to do this, the following steps indicate one way of building the grid.

Preparation of a Grid

1. List concepts to be tested (derived from objectives) in the first column. For Example: The concepts to be bested are:
    a. knowledge and care children require.
    b. comprehension of methods of guiding children in growth-physical mental, social.
    c. recognition of babysitting problems.

2. Figure the percentage of time that has been spent in class on each of the concepts listed, by figuring the number of days spent on each area divided by the total number of days spent on all concepts to be tested. (e.g. 33%, 40%, 27% in table below).

3. List the levels of objectives to be measured as they have been verbalized in the objectives. For example: from above sample we wish to measure knowledge, comprehension, and application.

4. On the basis of the total objectives included, figure the percentage of each kind of objective included in material to be tested. (e.g. 38%, 32%, 30% in table below). At this point the grid might look like this:

	Knowledge (38%)	Comprehension (32%)	Application (30%)
Care Children require (33%)			
Guiding children in growth (40%)			
Problems of baby sitting (27%)			

5. Make a rough copy of the test.

6. Figure the percentage of the items that measure each of the objectives. For example: Total of 60 test items, if 9 matching items measure knowledge of care children require, then 15% of the rough test would measure progress toward this objective. This procedure should be followed for all items on the test. In general, when properly constructed, constant alternatives and matching items measure knowledge and changing alternative items measure conprehension.

	Knowledge (38%)	Comprehension (32%)	Application (30%)	Total
Care children require (33%)	15%	10%		25%
Guiding children in growth (40%)	10%	20%		30%
Problems of baby sitting (27%)	10%		35%	45%
Total	35%	30%	35%	100%

7. Compare the percentage of time spent in class on each concept with the percentage of the test used to measure each concept. If these percentages vary, the teacher should be able to justify the difference; for example: in the chart above although 40% of the time was spent on guiding children in growth, only 30% of the test was devoted to this concept. The teacher may rationalize that this is desirable since she had many other opportunities to evaluate this concept and thus does not need to spend as much of the test on it. The reverse might be true for the concept of babysitting. On the other hand, if the teacher cannot justify these differences then test items should be added or deleted.

8. Compare the percentage of objectives that were of different types with the percentage of the test that measures these objectives. If a difference cannot be justified, a change should be made in a similar manner as for step 7.

9. In light of the grid analysis made by the teacher, the test should be either revised, or reproduced and administered.

The following other factors should be considered when planning a test:

discrimination - A good test should cull the high achieving pupils from those who achieve at a low and average level.

objectivity - The test should be impersonal and free from personal bias. This can be achieved by providing an inflexible key, clear directions, and accurate scoring.

ease of administration and scoring - An inflexible key and mechanics that require as little writing by the pupils as possible makes for ease in administration and scoring.

comprehensiveness - Fair emphasis to all areas. This can be assured by the construction of a well-planned grid.

validity - Measure what it is supposed to measure. Grid aids this.

reliability - Measures consistently what it does measure.

Suggestions for increasing reliability.

1. Construct a long test that covers everything.
2. Construct a test that samples important aspects.
3. Include usually - as a rule - not more than three types of items.
4. Use 'cushions'. Place the easiest items first and then introduce more difficult items. Construct the majority of items to be of average difficulty.
5. Provide clear, concise directions.
6. Construct an inflexible key.
7. Plan and reproduce the test so that it is easily read.
8. Strive to include discriminating items.
9. Maintain a rigid time limit.
10. Provide comfortable physical aspects in the testing situation.

Include only the number of items which can be completed by all or nearly all of the group during the class period.

As a guide for estimating length of test, allow approximately one minute of pupil time for four constant alternatives items, or three changing alternatives items, or two completion items.

Analysis of Results

Planning and constructing objective test items to measure progress toward different kinds of objectives does not complete the task of using the objective test. An equally if not more important aspect of the job is analyzing the results. Earlier, it is pointed out that the test should be discriminating. This can be fully ascertained only after the test has been constructed, administered and scored. Then an interpretation of the test results must be made.

Item Analysis - There are various ways in the current literature to analyze a test. The purpose of the procedure is to identify those items that discriminate between the pupils scoring high on the test and low scoring pupils as well as to identify those items of greater and lesser difficulty. As easy way to obtain this information for many teachers is as follows:

1. Score all of the tests and arrange them in rank order from highest score to lowest score.
2. Select the top one fourth and the bottom one fourth of the test papers to analyze. Nothing is done with the middle half.
3. Tally the number of incorrect responses for the top fourth for each item and beside it tally the number of incorrect responses for the lowest fourth of each item.
4. Compute the percentage of each group that got the item right.
5. Average the upper and lower percentage to get the difficulty index. (upper one fourth plus lower one fourth divided by two)
6. Subtract the lower percentage from the upper percentage to get the discrimination index.
7. Interpret the results in terms of objectives

Interpreting the Results

Discrimination when an item is found to be discriminating, this means that it is an item that the best pupils get correct, but less able pupils probably miss. It can be readily seen, then that the teacher will want many good discriminating items on her test, but will probably not want more than about a third of her items to be of this discrimination because the test could be too frustrating to less able pupils if too great a percentage of the items were highly discriminating. If she finds reversals, she may perceive that the item was ambiguous and needs rewording or should not be used again in another test. If a history of each item is kept, before long any teacher can acquire much information regarding her items and can develop a test that discriminates about to her liking. Thirty or more test papers should be acquired on a test before too much confidence is placed in the discriminating power of an item by the item analysis.

In general the discrimination index should not fall below 10-15%; however, the teacher should use judgment. Lower indexes may be justified at times.

Difficulty Obviously the greater the percent, the easier the item. The teacher may notice here that a particular item is most difficult and also is highly discriminating, and she would expect only the very best pupils to do well on this item. On the other hand, she might find an item most difficult by non-discriminating and she would then expect most pupils to miss it, and may feel she needs work on this item before using it again. Some easy items are desirable to provide encouragement for all students; in contract some very difficult items are desirable to serve as a challenge to the better students.

In general the difficulty index should average about 50% and range from about 20-80% in achievement tests.

If low difficulty index and low discrimination index occur in one item, that item should be carefully studied.

Some cautions in using item analysis are:

- The value of an item is not directly proportional to either its difficulty level or its index of discrimination.
- Item analysis data are specific to the particular group and to the particular test on which obtained.
- Internal consistency data do not indicate validity of total test.
- If a test is speeded, item analysis data may be misleading.

ITEM ANALYSIS

Sample tally sheet for multiple choice items

Item		Choices				Omits	% right	(U - L) 2 Difficulty Index	(U - L) Discrimination Index
		A	B	C	D				
1.	Upper		*32				100	91	19
	Lower		*26	5	1		81		
2.	Upper	*16	5	5	3	3	50	42	16
	Lower	*11	4	2	4	6	34		
3.	Upper		*30				94	73	41
	Lower	2	*17	10	3		53		

* Denotes correct answer

TEST CONSTRUCTION OF OBJECTIVELY-SCORED TESTS

TYPE OF ITEM	USUALLY MEASURES	SUGGESTIONS FOR CONSTRUCTION & USE	SCORING
A. SUPPLY TYPE 1. Simple questions	knowledge of facts	Question stated so that answer can be expressed simply.	Inflexible key, mechanics that require as little writing by pupils as possible
2. Completion items	knowledge of facts	State in pupil language. Self contained. Numbered spaces in corresponding manner in margin for scoring ease.	Same as above
3. Analogies	comprehension analysis	Clear directions necessary.	Same as above
4. Rearrangement items	rote memory, higher levels of comprehension	Chronological order, logical order ranking and pied outline.	See page 12
5. Items aimed at measuring higher mental processes. Most items can be used in this.	application of principles, interpretation of data, problem solving, creative thinking	Actual materials may be used, or a performance test set up. It is possible to require decisions regarding the desirability of various choices in light of conditions specified i.e. make a decision, give a reason. - Could require that cause and effect relationships be analyzed. - Could emphasize reasons for decisions rather than decisions themselves.	Objective scoring or scoring creativity 1. Variety score -- different classes of responses. Ex: make larger, smaller, change color. 2. Frequency score - number of TOTAL responses. 3. Uniqueness score - Tabulated and weighted according to frequency of use. *Total score 1 - 2 -3
6. Essay type test	self-expression, ability to organize, select, integrate	Specify clearly the objective to be measured. Outline or write out answers expected and to which you would give full credit. Advance decision on weighting should be made clear to students.	List criteria and assign points. Ex: material covered, organization, presentation. Grade one question of each paper at a time to avoid overall impression. Three methods of grading are: - rank according to criteria - rate each question compare with some question on other paper

			- paired comparison (time consuming).
B. SELECTION TYPE ITEMS 1. Constant alternatives (True, false items and variations)	knowledge of facts	This type of item is abused more than others. Correctly stated items should about equal incorrect ones in number. Numerous variations available.	Inflexible key, mechanics that require as little writing as possible
2. Changing alternatives (Multiple choice items)	knowledge comprehension application analysis synthesis evaluation	Correctly verbalized questions limit the possibility of guessing. Beginning stem of question or incomplete statement should be meaningful itself. Distractors should be plausible and could be obtained from completion type items, recall tests, class answers, common misconceptions. 4-5 distractors for each item. Letter the distractors and number the items.	Same as above
3. Matching items. Two or more sets of items to be associated on some basis given in directions	knowledge of specifics recognition of relationships	There must be homogeneity for response alternatives and items to be matched. Reduce guessing chances by providing some distractors than items or vice-versa. Clear basis for matching. Number of response alternatives should not be more than 10-12. Distractors should be lettered and items numbered.	Same as above

SCORING REARRANGEMENT ITEMS

Many teachers find the scoring of a rearrangement item most difficult. If the number of parts to be rearranged is four or less, one point should be given for a correct answer. However, when more than four parts are to be arranged the following system is favored:

Record the correct order. e.g.	1 2 3 4 5 6
Record the worst possible order	6 5 4 3 2 1
Subtract the two	5 3 1 1 3 5
Square the differences	25 9 1 1 9 25
Subtract the pupil's order from the correct order	1 2 3 4 5 6
	2 1 4 3 5 6
Square the differences	1 1 1 1

Subtract this from squared difference of worst possible

	25 9 1 1 9 25
	1 1 1 1 0 0
	24 8 0 0 9 25

This student then received 66 out of a possible 70. To reduce weighting this item too heavily, the square root of the score (in this case 66) can be used for a fair score.

CONSTRUCTING CHECKLISTS OR SCORE CARDS, RATING SCALES AND QUESTIONNAIRES

There are several instruments appropriate for evaluating pupil's achievement on performance tests and pupil's behavior, attitudes, values, interests, and personal characteristics. Check lists or score cards are often used to describe different levels of quality. Rating scales best show the gradations of quality and represent a continuum from the undesirable to the desirable. They are used often for pupil self-evaluation which stimulates superior achievement because of personal motivation and greater learning that takes place when students see immediate results of evaluation.

In order for rating devices to be the most useful, they should:
(1) have clear directions with important phrases underlined.
(2) have two or three levels describing objectively the quality or ability of a product.
(3) use descriptive, concrete terms for each level. Carry one idea through each level.
(4) provide for scoring of each individual item.
(5) be of reasonable length.
(6) provide for rapid scoring, with space for each subscore in the right-hand margin and the total score in the lower right-hand margin.

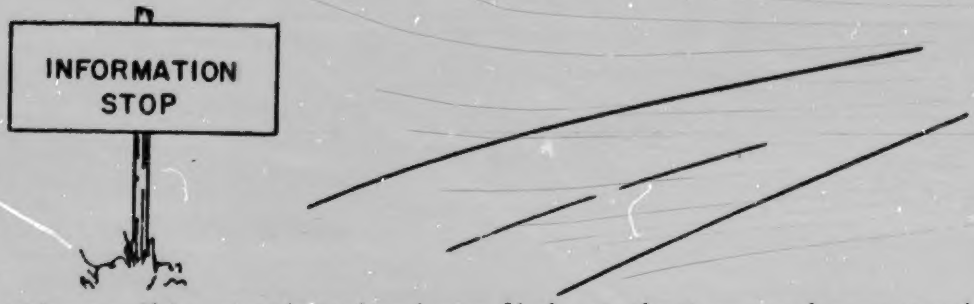
Questionnaires are useful for collecting information when it is desirable to make an extensive sampling and when sources of information are not easily accessible to the teacher. Often times the terms check list and questionnaire are used interchangeably. Check lists usually require answers to be checked while questionnaires require replies written in some detail. The check list requires less space and more objective date.

Questionnaires and check lists can be made more effective in these ways:
(1) the appearance should be attractive, with accurate typing, adequate margins, and spacing between sections.
(2) the length of the questionnaire should be reasonable.
(3) statements and questions must be clear and easily understood.
(4) replies should be objective and recorded by checking or by quantitative terms, unless opinions are wanted. Even then, the teacher should write the questions which will get reactions to specific points, not vague generalizations. The more objective the replies are, the easier the paper will be to evaluate.
(5) if replies are to be anonymous, provision should be made for including personal information; such as sex, age, and class.
(6) written or verbal explanation explaining purpose and importance of opinions should precede the questionnaire.
(7) all items should be numbered. Replies on check lists should be recorded in space in the same margin. Ample space should be provided for writing remarks, if this is desired.
(8) plan for tabulating replies should be set up in advance. Organize like items together.

Child Development

Questionnaire
(Carolyn Penner)

Objective: Identifies and stimulates an interest in children.



Directions: This questionnaire is to find out about you and your previous experience with children. It will help us to plan our class work. You are not graded on this. There are no right or wrong answers to any questions. Please fill in the blanks or check the appropriate spaces.

Name____Grade__________Age________

Name of Parents or Guardian____

Address____

Telephone No.____________________________

Number of brothers and sisters____________Ages: Brothers_____Sisters_________

	Never	Regularly	Occasionally
Do you take care of younger brothers and sisters?	_____	_________	____________
Do you take care of other people's children?	_____	_________	____________

Are you paid for taking care of children? Yes____ No____
Is it part of your home responsibility? Yes____ No____
Do you do it only because you like to? Yes____ No____

How often do you take care of children?

_______Twice a week or more often
_______Once a week
_______Once a month
_______Only occasionally

How long are you usually in full charge?

_______One hour
_______Two hours
_______Entire afternoon
_______All evening
_______All day

Explain why you take care of children.

Which of the following do you do when you take care of children? Make 2 checks for those which you do often. Make 1 check for those you do occasionally. Leave blank those you have never done.

____Read stories
____Tell stories
____Listen to children tell stories
____Sing to children
____Do finger play
____Use clay, crayons
____Supply materials to play with dolls
____Supply materials and play 'make - believe', such as school, store

____Play outdoors (swings, sand pile)
____Get ready for bed
____Dress child
____Attend to toilet training
____Prepare meals
____Play with group of children
____Bathe child
____List others, please
____
____

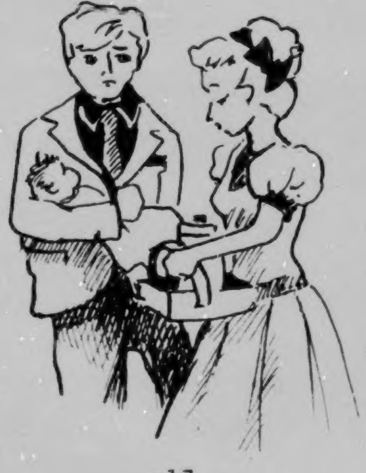
Go back and star (*) those you especially enjoy doing.

Instrument 2. Thematic Apperception Test
(Catherine Cecil)

Objective: Identifies values and attitudes of students regarding parents' roles.

In the administration of a Thematic Apperception Test, a type of projective instrument, the subject is presented with a picture or series of pictures composed of people in various situations--in this case a picture of a man and a picture of a woman. The situation is not clearly defined and the subject is requested to tell or write a story about the picture.

The test is based on the theory that in the construction of the story about the ambiguous picture the subject will organize material from his personal experiences; partly the immediate perceptions of the picture and partly the associations to those perceptions selected from his concious and subconcious mind. Therefore it is possible for an interpreter to gain some insight into the attitudes and feelings of the subject. In analyzing the stories - does the person run away from his problems, fight them or try to deal with them? What seems to be his problems or what is important to him by virtue of his saying much about it or by his omission of the obvious?



THEMATIC APPERCEPTION TEST

Directions: Study the picture. Tell a story about the picture including these points:

1. What has led to the event in the picture?
2. Describe the situation at the present.
3. What are the feelings of the individuals involved?
4. How could the situation be improved?
5. What are the possible consequences which might arise from the situation?

Instrument 3. Observation Guide for Out-of-Class Experience

(Wyolene Cody)

Objective: Comprehension of the various routines of children at different age levels.

Your Name________________________________Date of observation______________

Age of child_______________

Directions: Observe a child in these routines: mealtime, toilet, resting, dressing or undressing, and washing. Observation can be done at home or other place. Answer the questions listed below.

1. What evidence of independence did the child show in the routines observed? Give examples.

2. How did the adults help the child complete his routines with a happy attitude?

3. How did the adults help the child to assume responsibility for care of himself?

4. Was his clothing designed to help him become independent?________________
   A. In which ways?

   B. In which ways were they not?

5. How did the child accept rest or nap time?

   A. How was the child prepared for resting?

   B. What was the child's behavior during rest?

6. Describe the child's behavior at meal time.

   A. Describe any evidences that the child liked or disliked the food.

   B. What evidence of independence did you see?

   C. What part of the meal time did he need help?

   D. Why did he need adult help?

7. Comments and Questions.

Instrument 5. Matching Item on Play Materials

Objective: Knowledge of the contribution various play materials make to the child's development.

Directions: Different phases of a child's development are listed on the right and certain play materials are listed on the left. In the blank beside each play material write the letter corresponding to the development to which the play material contributes. The numbers tell you if more than one answer is needed.

Play materials

___ 1. Swing
___ 2. Victrola records
___ 3. Sandbox
___ 4.
___ 5. Small auto
___ 6. Weaving equipment
___ 7.
___ 8. Drum
___ 9. Large building blocks
___10.
___11. Skates
___12. Paper and scissors
___13.
___14. Jigsaw puzzle
___15. Crayons

Development

A. Imagination (creative and imitative)
B. Large muscle development
C. Sense of rhythm
D. Small muscle development

CLUSTER TYPE - CONSTANT ALTERNATIVE TEST ITEMS

Objective: Knowledge of ways to guide children

Directions: Place a (+) in the blank to the left of the preferred answer or answers for each situation. Place a (0) in the blank to the left of the undesirable answer or answers for each situation.

Kathy, age 4, wants to help her mother clean house. Kathy's mother should:

___ 1. tell Kathy that she is too little
___ 2. give her a small unimportant task
___ 3. let Kathy watch while she cleans
___ 4. give Kathy a task she feels to be important
___ 5. thank Kathy for her help

Johnny will not go to bed at night. His parents should:

___ 6. let him wrestle with Dad before he does go to bed
___ 7. read a story to him
___ 8. promise him candy if he will go to bed
___ 9. tell him a policeman will come if he does not go to bed
___10. play recorded music for him

OBSERVATION GUIDE ON CHARACTERISTICS OF CHILDREN FROM 1 to 5

(Marilyn R. Moore)

Objective: Comprehension of characteristics of children.

Directions: Observe an incident that took place in Play School, Nursery School, Kindergarten, or other similar setting. Describe the situation in detail in writing. Indicate which of the following three categories the incident illustrates. (One incident may illustrate all three categories or you may need to describe three different incidents.)

I. Children enjoy:

1. Activity with motion
2. Using their feet and arms
3. Making noise
4. Making-believe
5. Imitating adults and animals
6. Repeating catchy phrases

II. From these activities, they:

1. Develop muscles
2. Develop coordination
3. Learn to get along with others
4. Learn to follow directions
5. Learn to play with others
6. Learn to listen to adults and other children

III. An adult can help a child by:

1. Trying to understand him
2. Playing with him
3. Giving simple directions in a friendly way - not demanding
4. Doing group activity with several children
5. Having several interesting activities in mind
6. Having necessary play equipment
7. Talking to him seriously about subjects that he considers to be serious although we may not
8. Keeping peace by helping to provide pleasant activity

Instrument 7. Essay Test
(Justine Crum)

Objective: Comprehension of the needs of children of different ages.

Name ____________________
Score ____________________
(60 points)

You have been asked to baby sit for the neighbor's three children from 5 o'clock to 12 o'clock in the evening. Their names and ages are: Debbie - 8 months, Tommy - 3 yrs., and Sharon - 5 yrs. Tommy has just recently broken his arm by falling from a treehouse. He is able to be out of bed and play.

Write out the things you think are important for you to know about baby-sitting for these particular children and tell why these are important. List at least three activities which you could have Tommy do so that he might enjoy himself.

Key

5 pts. Time each eats
5 pts. Food each eats
5 pts. Bedtime and bed-clothing, pajamas, diapers, etc.
5 pts. Where parents are going. Phone number.
5 pts. Doctor's phone number.
5 pts. for each reason.
3 pts. for each activity.

OBSERVATION OF CHILDREN
(Pat Derival)

Objective: Comprehension of the physical, emotional, and social development of children.

Directions: Observe different aged children in single and group play during noon and recess for three days. Record your observations on the sheet provided and then interpret this behavior in light of age, physical stature, emotions, and social behavior. Base these interpretations on your knowledge and readings. Some items you might look for are leadership, sociability, sharing, type play, and reactions to others. Be prepared to discuss ways adults may guide these children. Add more sheets as needed.

OBSERVATION	INTERPRETATION
Age: 3, 3-1/2, B & G Place: Place School Activity Description: Example: During the crafts lesson when Tim asked Jane to share her crayons she said 'No' and pulled the crayons quickly to her chest.	Jane has not learned to share
Age: Sex: Place: Activity Description	
Age: Sex: Place: Activity Description	

Suggestions for Use: This could be used as a means of evaluating each student's understanding of behavior of children. Another way of using this instrument is to use the observations as a basis for class discussion to further understanding.

SCORE CARD FOR THE SELECTION OF CHILDREN'S CLOTHING
(Wyolene Cody)

Objective: Knowledge of factors to consider in selecting clothing.

Directions: Score the garment given to you by listing your score in the student's column. The highest possible scores are listed under the heading, perfect score. Use the numbers at the right.

	Perfect Score		Student Score	Teacher Score
I. General Appearance	25			
A. General design and color combination		8		
B. Individuality and style		5		
C. Neatness		5		
D. Fit of garmet		7		
II. Suitability	65			
A. To occasion		10		
B. Of design and materials	(55)			
1. Health aspects	(20)			
a. Comfort		10		
b. Protection		10		
2. Ease of putting on	(20)			
a. Design		10		
b. Fastening		10		
3. Economic aspects	(5)			
a. Durability		2		
b. Laundering qualities		3		
4. Artistic Aspects	(10)			
a. Beauty of design		3		
b. Color		4		
c. Simplicity		3		
III. Workmanship	10			
A. Neatness		4		
B. Quality of stitching		4		
C. Seams, Hems, etc.		2		
TOTALS	100	100		

HAVE YOU SELECTED THE BEST STORY FOR TELLING
Checklist

Objective: Comprehension of factors to consider in selecting a story for telling.

Directions: Check your story by placing a check in the space for No or Yes.

	No	Yes
1. Can the story be understood by children who are 3 or 4 yrs. old?	___	___
2. Do I thoroughly enjoy the plot and characters?	___	___
3. Is the story one that will not lose meaning when told without pictures?	___	___
4. Is the story one that will be improved by not using the book?	___	___
5. Is the story one that fits my personality and ability?	___	___
6. Can the story be easily adapted to telling without losing its charm?	___	___
7. Will the story make the children happy?	___	___
8. Is the story of a length suited to the attention span of the children or can it be adapted?	___	___
9. Is the story one I can tell over and over without tiring of it?	___	___
10. Is it easy for me to visualize the action and characters?	___	___
11. Will the story teach a lesson?	___	___
12. Is the story a good choice?	___	___

RATING SCALE FOR EVALUATING STORY TELLERS

Objective: Application of principles of story telling.

Directions: Rate the telling of the story according to the descriptions in the 3 columns. If you can't decide between the two descriptions, use the number between as the rating. Add the score.

1 2	3 4	5	Score
1. No introduction or poor one.	Introduction was average in quality.	Good introduction established mood of story.	
2. A major part of the story sounded memorized.	Some parts sounded memorized.	Told easily and conversationally.	
3. Did not look at children much.	Looked at children only part of the time.	Looked directly at the children.	
4. Poor posture	Average posture	Good posture	
5. Little variety of emotion shown.	Some variety of emotion shown.	Voice showed good variety.	
6. Mumbling or over-precise pronunciation much of the time.	Some words not clear Some words too clear	Words pronounced clearly but not over-precisely.	
7. Unimportant words emphasized. Important words ignored	Little difference in amount of emphasis of words.	Important words receive proper emphases.	
8. No gestures	Some gestures	Good use of gestures	
9. Story told too fast or too slowly	Tempo OK, but story Too long	Tempo and length suited to children.	
10. Many words not understandable or explained or paraphrased.	Some words need explanation or paraphrasing	Unfamiliar words were explained adequately.	
11. Children were not encouraged to participate	Children were encouraged to participate but didn't	Children participated	
12. Many comments of children were ignored.	Teller shows some skill in handling comments.	Children's comments were used to add to the story.	

Total

B. CLOTHING AND TEXTILES

ATTITUDE INVENTORY ON SEWING

Objective: Identifies students' interest, experiences, and needed guidance in sewing. (by teacher)

ATTITUDE INVENTORY ON SEWING

PLEASE TELL ME....

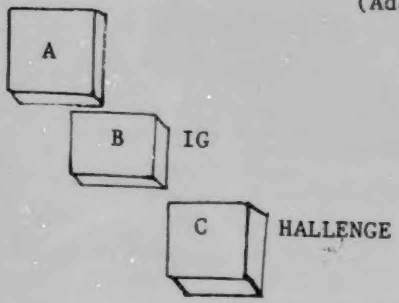
Directions: Please complete each of the following statements by writing the first thing that comes into your mind as you read the statement. If any of the statements do not apply to you, place an X in the space provided for writing the respnse.

1. If I had my choice to sew or not to sew I would ___
2. I responded to the above statement as I did because ___
3. When I sew at home my mother ___
4. When I have sewn in home economics class before I have ___
5. My sewing ability is ___
6. The thing I enjoy doing most in sewing is ___
7. The thing I least like to do when sewing is ___
8. The article of clothing which I have enjoyed making the most was ___
9. My sewing ability is ___
10. My wardrobe ___

Suggestions for Use: More space should be provided for each item. Select open-end statements that will provide information that you are interested in knowing about your students. This instrument can provide the teacher with insight into the experiences of her students with sewing and give indications of guidance that may be needed. Names may be placed on the paper if individual responses are preferred rather than broad, over-all class responses.

Adapted from Patricia Wenzel and Phyllis Kramer

FABRIC FACT SHEET
Check List
(Adapted, Sharon Bell)



Objective: Comprehension of factors involved in selecting pattern, and fabric

Directions: Complete the questions below when you select your pattern and fabric. This form is to be turned in when you complete your garmet.

I. SELECTING YOUR PATTERN AND FABRIC

	No	Yes
Is the pattern and fabric suitable to your figure type?		
Is the fabric a suitable color and weight for you?		
Is the fabric suitable to the pattern?		
Is the pattern and fabric suitable to your sewing ability?		

II. FABRIC FACTS

Name of the fabric ____________________

Where Purchased ____________________

Fiber Content ____________________

Price per yard ____________________

Any special finishes ____________________

Care suggestions ____________________

Place a swatch of fabric here

III. PURCHASING OF PATTERN AND FABRIC

Pattern Name __________ Type ____ Size ____

Width of fabric _______ Napped Surface ____

Amount of fabric needed ____ Purchased ____

(Sketch a drawing of garment or attach a pattern picture)

IV. COST OF GARMENT

Total cost of fabric ________

Total cost of interfacing ________

Notions: Thread ________

Zipper ________

Fasteners ________

Trims ________

Cost of Pattern ________

Total Cost of Garment ________

V. COMPARISION OF READY-MADE GARMENT

Compare a similiar ready-made garment at three stores and list the prices below:

Store	Cost

Conclusions:

SELECTION OF PATTERN TYPE AND SIZE PROBLEM
(Patricia Rodgers)

Objective: Comprehension of selection and pattern type and size

Directions: Read each problem and decide upon the correct pattern type and size for each girl. Place the letter that corresponds to the pattern type and the size in the blank. Use the size chart on the right.

TYPE SIZE

____ ____ 1. Lori has a grown up figure for her age, but she is shorter than most of her friends. What would fit her best?

Bust	34	Hip	35
Waist	26	Back waist length	15

____ ____ 2. Jane is deciding between a Young Junior/Teen and a Junior Pattern. If Jane's measurements are - bust, 33; waist, 26; hip, 37; and back waist length, 16 - what type and size should she choose?

____ ____ 3. Cindy is very tall, but about average in development. Which pattern should she choose if her measurements are:

Bust	34	Hip	36-1/2
Waist	26	Back waist length	15-1/4

____ ____ 4. Cathy buys a size 13 Junior in the dress shop. What pattern should she choose?

Bust	34	Hip	36-1/2
Waist	26	Back waist length	15-1/4

____ ____ 5. Sherri would like to make a dress for her mother's birthday. Her mother's measurements are:

Bust	36	Hip	38-1/4
Waist	28	Back waist length	17

A. MISSES Simplicity Pattern Book

Size	6	8	10	12	14	16	18
Bust..........	30-1/2	31-1/2	32-1/2	34	36	38	40
Waist.........	22	23	24	25-1/2	27	29	31
Hip...........	32-1/2	33-1/2	34-1/2	36	38	40	42
Back waist.... length	15-1/2	15-1/4	16	16-1/4	16-1/2	16-3/4	17

B. YOUNG JUNIOR/TEEN

Size	5/6	7/8	9/10	11/12	13/14	15/16
Bust..........	28	29	30-1/2	32	33-1/2	35
Waist.........	22	23	24	25	26	27
Hip...........	31	32	33-1/2	35	36-1/2	38
Back waist.... length	13-1/2	14	14-1/2	15	15-3/8	15-3/4

C. JUNIOR

SIZE	5	7	9	11	13	15
Bust..........	30	31	32	33-1/2	35	37
Waist.........	21-1/2	22-1/2	23-1/2	24-1/2	26	28
Hip...........	32	33	34	35-1/2	37	39
Back waist.... length	15	15-1/4	15-1/2	15-3/4	16	16-1/4

D. JUNIOR PETITE

SIZE	3JP	5JP	7JP	9JP	11JP	13JP
Bust..........	30-1/2	31	32	33	34	35
Waist.........	22	22-1/2	23-1/2	24-1/2	25-1/2	26-1/2
Hip...........	31-1/2	32	33	34	35	36
Back waist.... length	14	14-1/4	14-1/2	14-3/4	15	15-1/4

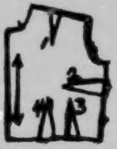
PERFORMANCE TEST FOR FOUR METHODS OF MARKING FABRIC
(Phyllis Kramer)

Objective: Application of the principles of marking fabric

Student Directions: You will need the following equipment:

tracing wheel
tracing paper
tailor's chalk
contrasting thread
shears
needle
12" ruler
pins

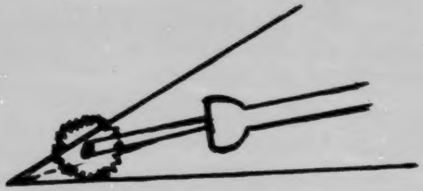
Teacher Directions: Tear as many pieces of 8" x 11" muslin samples as students. Prepare a bodice front with 4 darts as illustrated.



Score each student's markings on the checklist below.

Cut out the pattern piece attached to this sheet and pin it to your square of fabric furnished by the teacher. Be sure that the sample of fabric is grain perfect. Cut out the sample bodice piece. Before removing pattern, mark the darts as follows: #1 with tracing wheel; #2 with tailor tacks; #3 with chalk; #4 with the clipping method as demonstrated by the teacher. When you have finished marking all the darts, score your sample on the attached checklist. Then attach your sample to the checklist and put it on the teacher's desk.

SCORE CARD FOR FOUR METHODS OF MARKING FABRIC
(Sherry Peck)



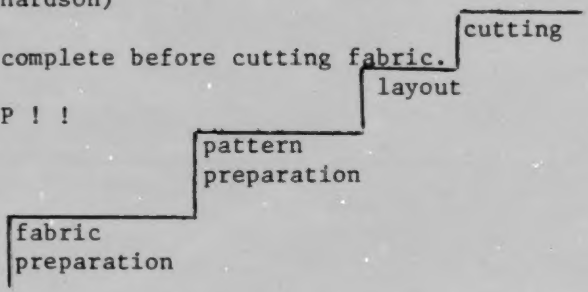
Directions: Place a check in the appropriate column for each procedure listed below. Score as follows: 8-9 yes, excellent; 6-7 yes, good; 4-5 yes, fair.

PROCEDURE	STUDENT		TEACHER	
	No	Yes	No	Yes
#1. Dart is marked clearly with straight lines and no stray marks				
Point of dart is clearly defined				
#2. Dart has at least 5 tailor tacks which are directly on the lines and across from each other				
Point of dart is clearly marked				
#3. Dart has straight chalk lines and no stray marks				
Point of dart is clearly defined				
#4. Dart has 1/4" clips on edge of fabric directly on pattern lines				
Point of dart marked accurately with straight pin				
All darts are marked on wrong side of fabric				

FABRIC AND PATTERN PREPARATION, LAYOUT, AND CUTTING CHECKLIST
(Ita Richardson)

Objective: Knowledge of factors to complete before cutting fabric.

WATCH YOUR STEP!!



Directions: Place a check in the appropriate column. If you answer any question "no", correct the item so you can answer it "yes" before you proceed with the next section. Indicate such corrections in the COMMENT Column. Make additional comments to clarify your answers also.

	NO	YES	COMMENTS
PREPARATION OF FABRIC			
1. Is the fabric shrinkage free?			
2. Is the fabric grain perfect?			
3. Are the ends even?			
4. Are the right sides folded together?			
PREPARATION OF PATTERN			
5. Have I selected the pattern pieces I need?			
6. Is my name on all pattern pieces, instruction sheet and envelope?			
7. Is my pattern pressed?			
8. Have I made the needed alterations?			
LAYOUT OF PATTERN			
9. Have I circled the appropriate layout on the instruction sheet?			
10. Have I followed the correct layout?			
11. Are the pattern pieces placed on grain?			
12. Are the pieces placed on the fold when necessary?			
13. If napped fabric is used, are the pieces placed with top of the garment in one direction?			
14. Have I saved fabric by placing the pieces close together?			
15. Are the pins perpendicular to the cutting edge and diagonal in the corners?			
16. Is the pattern pinned securely?			

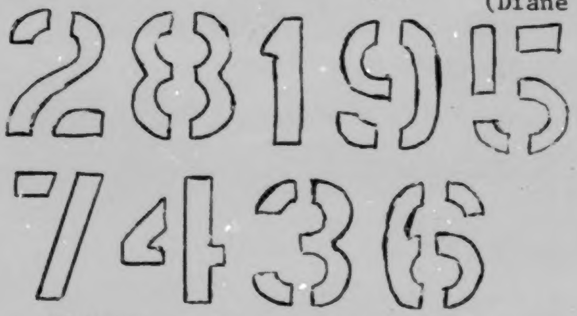
HAVE THE TEACHER CHECK THE ABOVE BEFORE CUTTING

17. Did I use long smooth strokes with the shears? ____________________

18. Did I cut notches outward from seamline?			
19. Did I cut with the grain when possible?			

STEPS IN CONSTRUCTION AND SETTING IN SLEEVES TEST

(Diane Azpell)



LET'S GET

SOME

ORDER HERE!

Objective: Knowledge of steps in construction and setting in sleeves.

Directions: Below are listed the steps in the construction of and the joining of set in sleeves. Read through the steps carefully and then place them in the proper order from 1 to 13 writing 1 in the blank space provided to the left of the step that would be first in the procedure. Proceed step by step until all are numbered.

________ Turn bodice wrong side out and sleeve right side out

________ Pin sleeve in place in armhole

________ Press sleeve using sleeve board and pressing hem

________ Machine stitch at 1/2" across the lower edge of armhole seam between notches

________ Pull up gathering threads so sleeve fits armhole

________ Construct underarm seams

________ Machine stitch sleeve into armhole

________ Edge finish armhole seams

________ Pin sleeve to armhole, matching notches and underarm seam

________ Sew two rows of machine gathering stitches

________ Test sleeve for fit and easing of gathers

________ Baste armhole seam

Scoring may be done according to the procedure on page 13.

RATING SCALE ON SLEEVES
(Diane Azpell)

Objective: Evaluation of sleeve construction

Directions: Rate your sleeves according to the descriptions in the three columns below. If you feel that they fall between the columns, use the numbers 2 or 4 as your rating. Place your rating in the appropriate column to the right.

1	2	3	4	5	Student	Teacher
Sleeve is placed too far forward or back; does not fit naturally		Sleeve pulls around armhole; curved seam fits irregularly		Curved seam fits smoothly		
Sleeve seam width zig zags back and forth across seam line		Sleeve seam width is straighter but is still uneven		Sleeve seam width is an even 5/8"		
Sleeves have several large tucks at top of sleeve cap		Sleeves have small gathers at cap		Sleeves are free from tucks and gathers		
Sleeve is not double stitched at bottom of armhole and is not trimmed		Sleeve is double stitched but not trimmed		Sleeve is double stitched and trimmed to correct width		
Hem depth is too deep or too narrow for garment		Hem depth is correct but is uneven		Hem depth is correct and even		
Hand stitches show on right side		Hand stitches are visible and invisible on right side		Hand stitches are invisible on right side		
Sleeve is not pressed		Sleeve is pressed using regular ironing board		Sleeve is pressed using sleeve board and pressing ham		
Underarm seams do not match; seams not pressed open		Underarm seams do not match, but seams are pressed open		Underarm seams do match; seams are pressed open		

Scoring; If you scored:

35 - 40	Sleeves look nice!
30 - 34	Sleeves look okay but could be improved
25 - 29	I think I need some work!

NAME THAT FABRIC BINGO GAME
(Wanda Buck)

Objective: Knowledge of fabric names

Directions: This is to be played like Bingo. As a fabric is shown, students write the correct name of the fabric in the square corresponding with the letter and number called. Fabrics to be chosen should be those representing those used in their projects as well as interfacings. The first person to have all the squares filled correctly vertically, horizontally, or diagonally is the winner. Points could be given for each fabric correctly identified.

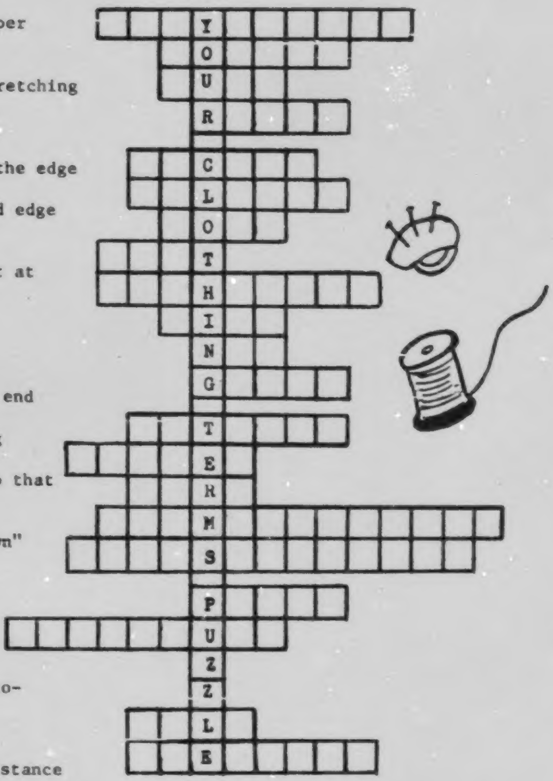
B	I	N	G	O
2	12	22	32	42
4	14	24	34	44
6	16	26	36	46
8	18	28	38	48
10	20	30	40	50

CLOTHING TERMS CROSSWORD PUZZLE

(Mary Alice Nebold)

Objective: Knowledge of clothing terms.

Directions: Place the terms used in clothing in the proper blanks at the right. The definitions are given below:



Y - Process used to keep the pieces of a garment from stretching

O - Waist portion of pattern

U - A fold in fabric, stitched at an even distance from the edge

R - Fraying of the threads in the fabric along unfinished edge

C - A piece of fabric used to finish edges of the garment at neckline and armscye

L - The two finished lengthwise edges on woven fabric

O - The crosswise, or filling, threads of a fabric

T - A fold in fabric, usually stitched to a point at one end

H - A way of controlling fullness in a garment by pulling basting threads

I - A diagonal line formed when woven fabric is folded so that selvage is parallel to crosswise threads

N - A finish on a woven fabric which gives an "up and down"

G - Lengthwise and crosswise threads run at right angles

T - Cut outward marks for matching

E - Stitching used to mark or hold two pieces of fabric together until permanent stitching is done

R - Lengthwise threads of a fabric

M - 5/8 inch allowed for joining two pieces of fabric; distance between the cutting edge and seamline

S - Lock-stitching

P - A fold in the fabric to add or control fullness and decorate garment

U - Sanforized

Z - Free

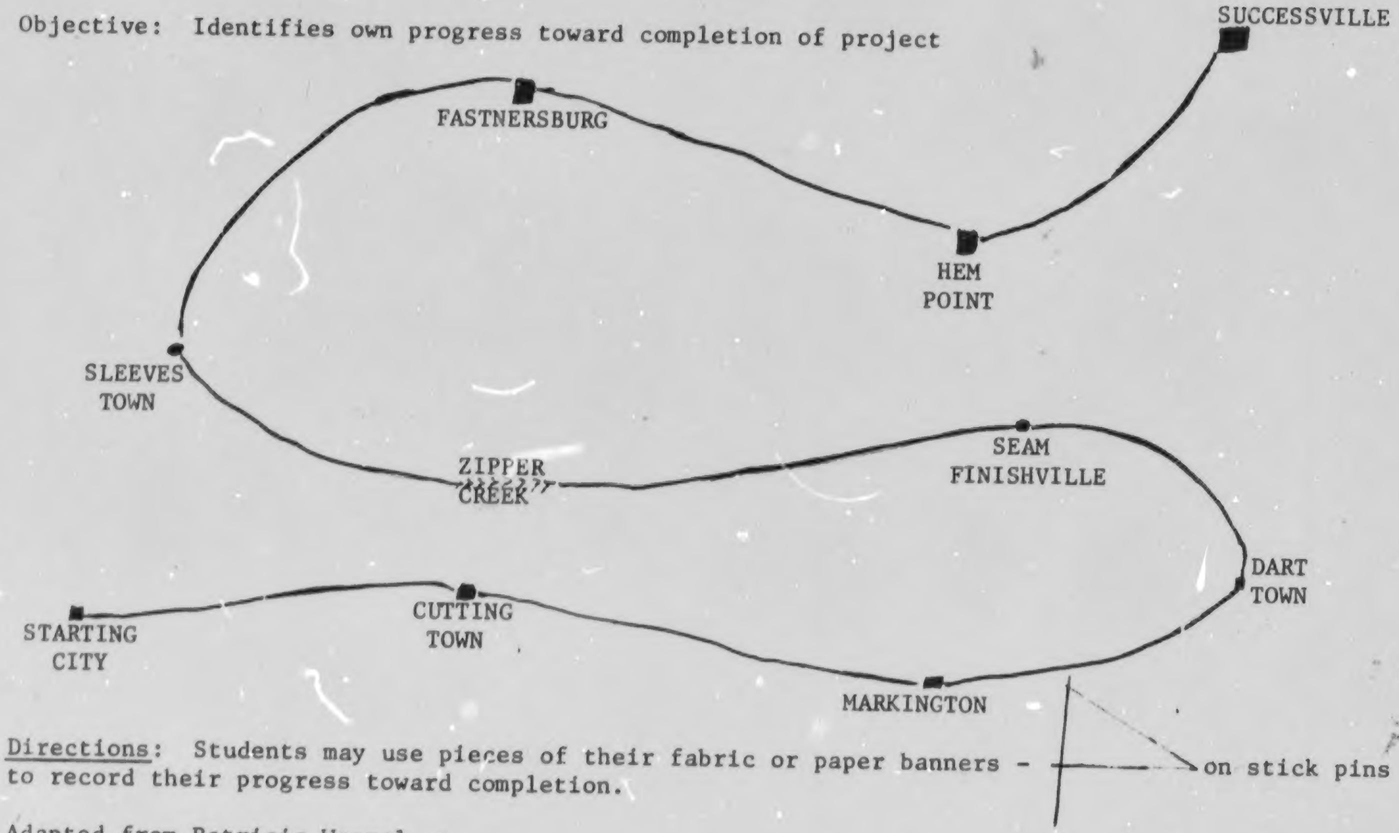
Z - Free

L - Uncut edge of fabric formed when two selvages are put together

E - Process of smoothing with grain, seams, darts, and other parts of garment

ROAD TO SUCCESSVILLE (Bulletin board or Poster)
Progress chart

Objective: Identifies own progress toward completion of project


SUCCESSVILLE
FASTNERSBURG
HEM POINT
SLEEVES TOWN
ZIPPER CREEK
SEAM FINISHVILLE
DART TOWN
STARTING CITY
CUTTING TOWN
MARKINGTON

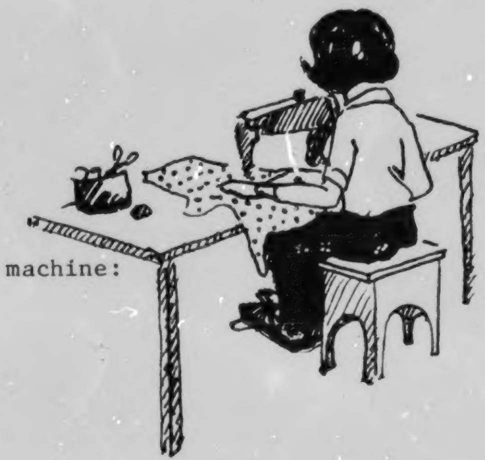
Directions: Students may use pieces of their fabric or paper banners - on stick pins to record their progress toward completion.

Adapted from Patricia Wenzel

Instrument 10. Performance Test

Objective: Application of principles of how to thread and operate sewing machine.

Suggestions for use. When the following requirements for operating the sewing machine are met, the Sewing Machine Operator's License may be issued to the pupil. It would be desirable to list the requirements on the back of the license.



Requirements for operating the sewing machine:

1. Naming parts of the machine.
2. Winding bobbin.
3. Threading the machine.
4. Threading the bobbin.
5. Bringing up the bobbin thread.
6. Regulating the stitch.
7. Stitching straight line using guide.
8. Tying threads at end and start of stitching in three ways:
    - a. Hand tying.
    - b. Machine knotting.
    - c. Back stitching.

SEWING MACHINE OPERATOR'S LICENSE

Name ____________________________________

Date ______________ Period _______ Grade __________

School ____________________________________

The pupil named above has met the requirements for operating the sewing machine.

____
Homemaking teacher

CLOTHING LABORATORY HABITS AND TECHNIQUE
Checklist

Objective: Identifies desirable laboratory habits and techniques.

Directions: Record the date that you check this sheet. In the column under it, place the appropriate letter which best describes your work, according to the following key: N - No, Y - Yes, S - Sometimes.

	Dates Checked						
A. Laboratory Techniques: DID I							
1. Place pins correctly when cutting and stitching?							
2. Use a guage and tape measure when needed?							
3. Use specified seam allowance?							
4. Control grain of fabric when stitching?							
5. Press units before crossing one seam with another?							
6. Use correct size and color of thread?							
7. Wear thimble when hand sewing?							
8. Keep pins in box or cushion?							
B. Laboratory Habits: DID I							
1. Stay in my own working space during the period?							
2. Use available illustrative materials to help solve own problems?							
3. Return reference materials to proper place, (books, magazines, pattern books, etc.)?							
4. Work quietly?							
5. Keep my personal supplies and books in the space provided?							
6. Keep my work on the table when sewing?							
7. Have all my equipment and supplies for sewing?							
8. Keep my sewing supplies in order?							
9. Have good posture while working?							
10. Do my housekeeping assignment?							
11. At the close of the period care for:							
a. my machine and supplies?							
b. my work space?							
c. my storage space?							

Suggestions for use: After reading resource materials and discussing personal experiences, the class and teacher may develop a checklist on laboratory techniques and habits similar to the one above. This instrument is especially useful for large classes where individual supervision is limited. It may be useful for evaluation at intervals as needed.

C. CONSUMER EDUCATION

MY CONSUMER PROFILE

Objective: Identifies the needs and interests of students as an aide in planning for consumer education.

DIRECTIONS:
Do not sign your name. This survey is designed to provide a profile of the group as a whole and to help us tailor this class to your needs and interests. It is not an inquiry into individual spending habits or finances. Please complete statements that apply to you by filling in the blank spaces or checking the word or phrase that most appropriately answers the question.

1. I am ____ male ____ female
2. I am ____ years old and in the ____th grade
3. I live in a ____ house ____ apartment ____ mobile home
4. Paid jobs of people in my family are: ______________________________
   ____
   ____
5. This term I am taking the following subjects: ______________________________
   ____
   ____
6. My major area of study is: ______________________________
7. I ____ do ____ do not plan to graduate from high school
8. After graduation or leaving school I plan to:
   ______ go to a vocational school and learn ______________________________
   ______ join the armed forces
   ______ go to college
   ______ get a job as a ______________________________
   ______ get married
   ______ other (explain) ______________________________
9. The amount of money I have to spend each week is approximately:
   ______ 25¢ to $3 ______ $3 to $6 ______ $6 to $12 ______ $12 to $24 ______ over $24
10. I get most of my money from: ______ a job ______ a regular allowance
   ______ asking my parents ______ gifts ______ other (explain) ______________________________
   ____

11. Things I regularly use my own money for include:

_____ clothes
_____ cosmetics
_____ carfare
_____ books
_____ magazines
_____ records
_____ school supplies
_____ snacks
_____ lunches
_____ movies
_____ dating
_____ contributions
_____ sporting clothes or equipment
_____ savings
_____ gifts
_____ car expenses
_____ grooming supplies or services
_____ family needs
_____ other (explain) ______________________________
____

12. My regular responsibilities at home are to help:

_____ buy food
_____ prepare meals
_____ iron clothes
_____ shop for the family
_____ clean my room
_____ clean house
_____ take care of younger children
_____ take care of older family members
_____ wash clothes
_____ take care of the yard
_____ take care of the car
_____ take care of pets
_____ other (explain) ______________________________
____

13. Five things that influence me most are:

_____ parents and family members
_____ counselors
_____ people in the news, sports, movies, politics, etc.
_____ newspapers
_____ friends
_____ leaders in school
_____ magazines
_____ movies
_____ other (explain) ______________________________
_____ teachers
_____ church and religious leaders
_____ books
_____ TV
____
____
____

14. Five things I would like to learn most in consumer education are:

______ how to get more satisfaction for my money
______ how to decide what to buy
______ how to judge the quality of goods and services
______ what to buy and what not to buy
______ how to use banks
______ how to complain when goods or services are not satisfactory
______ how to save money
______ how to avoid being cheated
______ where to shop
______ how to use credit
______ how the economy works and how it affects me
______ other (specify) ____

____

______ ____

15. Magazines and newspapers I read include: ______________________

____

____

16. My favorite movies are: ______________________________________

____

____

17. My favorite TV programs are: _________________________________

____

____

18. My favorite musical records and tapes are: ____________________

____

____

19. Places my family and/or I buy goods and services from most frequently include:

______ department stores
______ restaurants
______ catalog order stores
______ door-to-door sellers
______ drug stores
______ supermarkets
______ other (specify) ____

____

20. Places my family and/or I save or borrow money include:

______ bank
______ small loan company
______ savings & loan association
______ insurance company
______ credit union
______ other (specify)____

____

21. Personal services my family and/or I buy include those of:

______ doctor
______ eye doctor
______ insurance man
______ beautician
______ nurse
______ chiropractor
______ stockbroker
______ other (specify)____
______ dentist
______ lawyer
______ barber

____

22. Community services my family and/or I regularly use include:

______ library
______ museum
______ zoo
______ buses or subway
______ athletic facilities
______ park
______ nursery school
______ day care center
______ playground
______ adult or evening school
______ dental or health clinic
______ YWCA or YMCA
______ employment service
______ family counseling service

23. Items my family and/or I bought from a door-to-door salesman include:

______ magazines
______ vacuum cleaner
______ furniture or carpeting
______ furnace or furnace parts
______ encyclopedia
______ photographs
______ insurance
______ cosmetics and grooming supplies
______ sewing machine
______ musical instruments and lessons
______ home repairs
______ cookware
______ other (specify) ____

____

24. The way I feel about most of my purchases is:

______ dissatisfied
______ foolish
______ satisfied
______ cheated
______ sorry
______ happy
______ wise
______ disappointed

25. Small appliances or equipment my family owns and uses include:

______ electric fan
______ sewing machine
______ steam iron
______ toaster
______ air conditioner
______ radio
______ vacuum cleaner
______ blender
______ electric fry pan
______ record player
______ fl[illegible] scrubber
______ food mixer
______ humidifier
______ other (specify) ______________________________

____

____

26. Major appliances my fam[illegible]wns include:

______ range
______ clothes washer
______ freezer
______ disposer
______ dishwasher
______ refrigerator
______ clothes dryer
______ other (specify) ______________________________

____

27. Home entertainment equipment my family owns includes:

______ color TV
______ tape recorder
______ black and white TV
______ radio
______ record player
______ other (specify) ______________________________

____

28. Equipment I personally own includes:

______ radio
______ record player
______ electric hair curlers
______ electric toothbrush
______ TV
______ typewriter
______ musical instruments
______ tape recorder
______ hair dryer
______ sewing machine
______ other (specify) ______________________________

____

____

29. Phrases that describe me include:

______ I get a regular allowance

______ I earn money at home

______ I never have enough money

______ I have a savings account

______ I use my parents' charge accounts

______ I have no money to spend

______ I choose most of my own clothes

______ I have a regular job

______ I usually get money when I ask for it

______ I have about as much money as my friends

______ I have a checking account

______ I have my own charge account(s)

______ I can buy most of the things I want

______ I have more money than I really need

30. My family

______ discusses money matters together

______ buys expensive items on time payment or installment plans

______ plans for expenses

______ always seems short of money

______ often cannot afford what we need

______ frequently has financial problems

______ wants me to go to college

______ has a lawyer

______ uses store charge accounts

______ uses food stamps

______ borrows money

______ does not plan spending

______ usually can buy what we really need

______ has a regular income

______ saves regularly

______ spends carefully

______ agrees about money

Copied with permission from Consumer Education in an Age of Adaptation, by Sally R. Campbell, Sears Roebuck and Co., 1971

SHOPPING CHECKLIST
(Bonnie Fonner)

Objective: Knowledge of wise shopping procedure

Directions: Place a check for each question in the column that is appropriate for you as a shopper.

	No	Yes
1. Do you plan your purchases in advance and use a shopping list?		
2. Do you read labels, seals, tags and instruction booklets?		
3. Do you check all guarantees and warranties?		
4. Do you shop and compare the price and quality of merchandise?		
5. Do you decide in advance the maximum amount you plan to spend for an item?		
6. Do you purchase what you need before you buy something else?		
7. Do you resist buying something on "Sale" when there are other things you need more?		
8. Do you compare "Sales" and "Specials" with regular prices?		
9. Do you buy at stores you know are reliable?		
10. Do you figure extra costs and upkeep before you buy an item?		
11. Do you avoid "bargains" when they do not fit into your needs?		
12. Do you try to buy during the noon rush hours?		
13. Do you consider your value of time and effort, as well as money when buying an item?		
14. Do you use advertisements as a guide to shopping?		
15. Do you have an approximate budget you try to stay within?		

CHECKLIST FOR LABELS

Objective: Identify label information

Directions: Check the label against the list of statements below. If the information is given on the label, place a check in the "Yes" column. If the information is not given, check the "No" column.

	No	Yes
1. Name of manufacturer or sponsor		
2. What it is made of		
3. How it is made.		
4. Results of lab tests to indicate service you can expect		
5. Directions for use		
6. Care required		

Ready Made Blouse Checklist

Objective: Appraises the qualities of a ready made blouse.

Directions: Complete the upper portion of the sheet indicating necessary information; look at each characteristic and check in the appropriate column. Add as many comments as possible to support your opinion.

Blouse ____________
Brand Name __________
Store ____________
Cost ____________

Group Members ____________
____
____
____

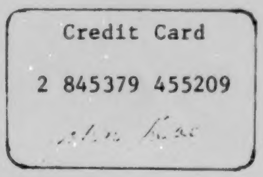
FABRIC	YES	NO	COMMENTS
Wrinkle resistent			
Easy care			
Suitable to blouse design			
Colorfast			
CONSTRUCTION			
Thread matches			
Stitching 12-16 inch			
Facings			
Interfacing (where needed)			
Seams smooth			
Buttonholes:			
Close stitching			
Ends not raveled			
Sleeves:			
Sufficiently wide			
Neatly eased into armhole			
Long sleeves have wrist placket			
Cuff not too bulky			
Collar:			
Not too bulky			
Small button and loop curled			
Hem:			
Turned			
Stitched (edge)			
Trim:			
Washable			
Securely attached			
Easy care			
Buttons:			
Suitable to blouse style			
Shank			
Evenly spaced			
Smooth surface			
LABEL			
M'f'g name			
Fiber content			
Care instructions			
Other			

CONCLUSIONS: For what purpose would this blouse be best suited?

CREDIT CHECKLIST
(Judy A. Knauer)

Objective: Differentiales between advantages and disadvantages of credit

OR



Directions: Read each of the statements below. If it describes an advantage of using credit, place a check (✓) in the "A" column. If a disadvantage of credit is described, check the "D" column. If it depends on other factors not given, check the "DF" column.

		A	D	DF
1.	Products may be used while the consumer is paying for them			
2.	Credit costs the consumer			
3.	Shoppers need not carry large amounts of money			
4.	Credit encourages buying more than one can afford			
5.	Credit causes heavy indebtedness			
6.	Small loan companies charge higher credit rates than banks			
7.	Agencies have formed to protect the consumer			
8.	Borrowing helps one to establish a credit rating			
9.	Consumers can have items that they would otherwise have to do without			
10.	Impulsive buying may be encouraged			

Draw Conclusions: "Is credit good or bad?"

ADVERTISING PROBLEM
(Judy A. Knauer)

Objective: Distinguishes between factual and emotional advertising information

Directions: Below you will see the wording from several newspaper ads. Read each one carefully. Circle the words or phrases which are intended to have emotional appeal. Underline the words or phrases which give helpful information about the product or service.

1 - 7 Corduroy coat and dress ensemble - just the ticket for the fall football games! Also ideal for the gal on campus or in the office. Autumn brown or green. Sizes 5 - 13. $80.00.

8 - 20 Notice! Solid Vinyl Siding will last a life-time. It does not peel. It does not dent. Never needs paint. Easy to clean, Safe from fire. It does not mar. Stays beautiful. Insulates against cold or heat. Muffles outside noises.

21-25 Socially speaking . . . living at (Name) says something for you, and by comparison its cost is so reasonable. Limited selection of new apartments with balcony overlooking the river. Superb kitchen featuring (Name) appliances.

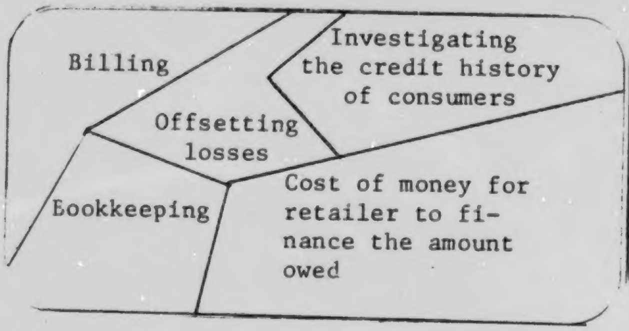
"IS THE COST OF CREDIT A PUZZLE?"
(Martha Nall)

Objective: Knowledge of the cost of credit

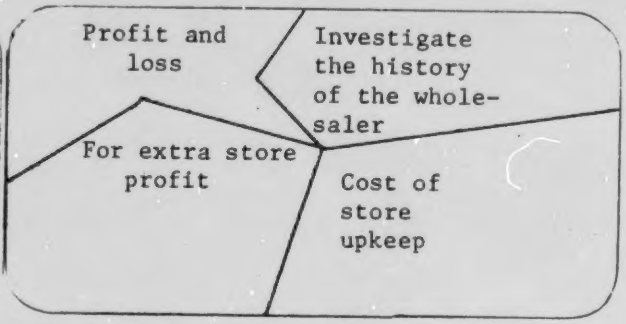
Directions: Enclosed in the envelope are eight puzzle pieces. On the back of five of the pieces are reasons for credit costing so much. Three other pieces have false reasons. Draw a puzzle piece and if it is one of the five correct reasons place it with the others to solve the puzzle.

Suggestions for use: Prepare several sets of puzzles for the class to use in group work; each group could then develop a generalization incorporating the principles indicated in the puzzle.

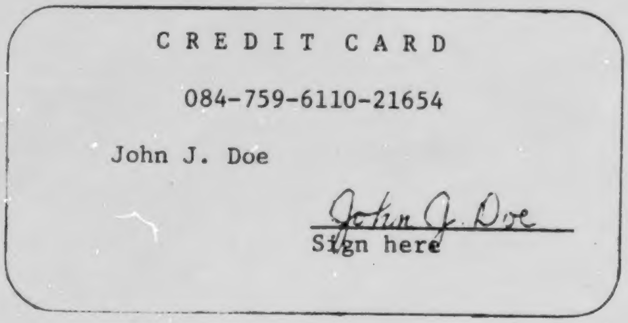
Correct reasons for credit costs


Billing
Investigating the credit history of consumers
Offsetting losses
Bookkeeping
Cost of money for retailer to finance the amount owed

Incorrect reasons for credit costs


Profit and loss
Investigate the history of the wholesaler
For extra store profit
Cost of store upkeep

Right Side of Puzzle


CREDIT CARD
084-759-6110-21654
John J. Doe
John J. Doe
Sign here

QUOTABLE QUOTES

(Martha Nall)

Objective: Responds verbally or in writing to values in the use of credit

Directions: The following statements are quotes from different sources. The teacher could write them on the board, on a transparency, etc., and have the students react to them orally or in writing. Others could be added.

1. "Credit has done a thousand times more to enrich mankind than all the gold mines in the world." Daniel Webster
2. "Credit serves those who don't need it and haunts those who do." Country Parson
3. "Neither a borrower nor a lender be." Unknown
4. "It isn't difficult to buy on time; it's that paying on time....." Unknown

BANKS AS A SOURCE OF CREDIT

Study Guide for use with a Resource Person

(Martha Nall)

Objective: Knowledge of credit terminology

Directions: Instruct the students that a guest speaker from the local bank will speak to the class tomorrow. The questions below will be answered during his talk; complete the study guide for the day following the speakers talk.

1. What is the current interest rate? ______________________________
2. Who may borrow? ______________________________
3. Is collateral needed? ______________________________
4. If collateral is needed what types of things may be used? ______________
   ____
5. How much money could be borrowed? ______________________________
6. Are references needed? ______________________________
7. How does a bank differ from a credit union as a lending institution? ______
   ____
8. Does the bank want to know how the money will be spent? ______________

   If so, why? ______________________________

SHOP FOR CREDIT STUDY GUIDE
(Vivian Summeier)

Objective: Comprehension of sources of credit.

Directions: Select a product with a value of at least $400.00. Visit four different sources of credit in the community. Compare the credit arrangements possible in paying for this product. Answer the questions at the bottom of this page.

Name ______________

Product ______________

Cash Price ______________

SOURCE	LENGTH OF LOAN	REPAYMENT ARRANGEMENT	CREDIT CHARGE	CONDITIONS OF CREDIT	RATE OF INTEREST	DOLLAR COST OF CREDIT

Questions:

Which sources provides the lowest DOLLAR cost of credit? ______________

Which sources have loans available for specific purposes only? ______________

What relationships exist between the following conditions and loans? ______________
- a. size of loan
- b. risk of loan
- c. collateral required
- d. length of repayment

Instrument 8. Objective Test Items

Objective: Knowledge of different kinds of credit.

Directions: Place the letter of the kind of credit that best fits the description given in the blank at the left. The letters may be used more than once.

Description of Credit

_____1. The cheapest form of credit.

_____2. Carries no extra charge on goods.

_____3. Requires a down payment.

_____4. Balance is paid in regular payments.

_____5. Goods purchased are not legally yours until all payments are completed.

_____6. A form of convenience to the customer.

_____7. Secured from bank or private loan agencies.

Kinds of Credit

A. Cash loans

B. Charge accounts

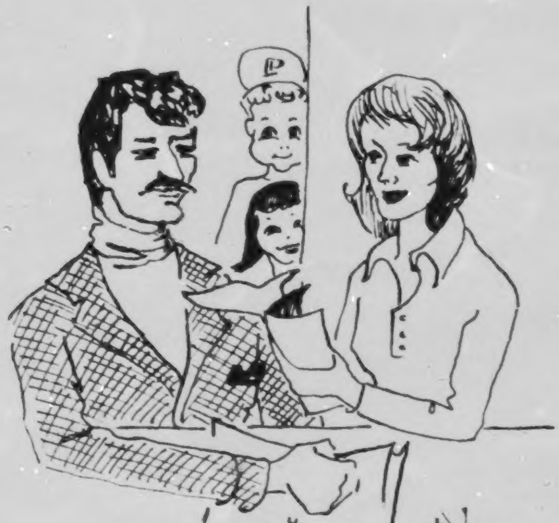
C. Installment buying

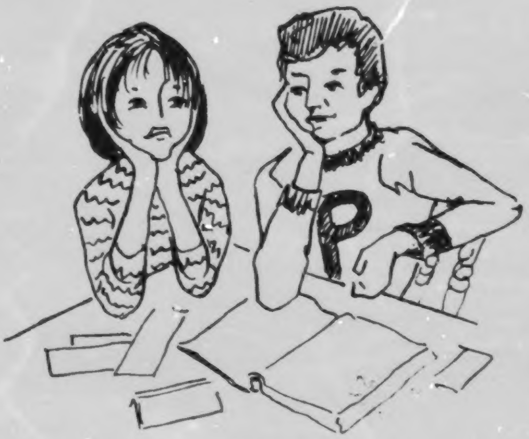
THEMATIC APPERCEPTION TEST
(Pat Zwaagstra)

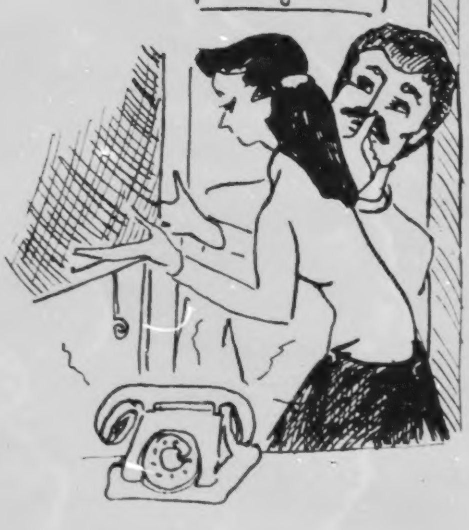
Objective: Describe, in writing, your feelings about the pictures below.

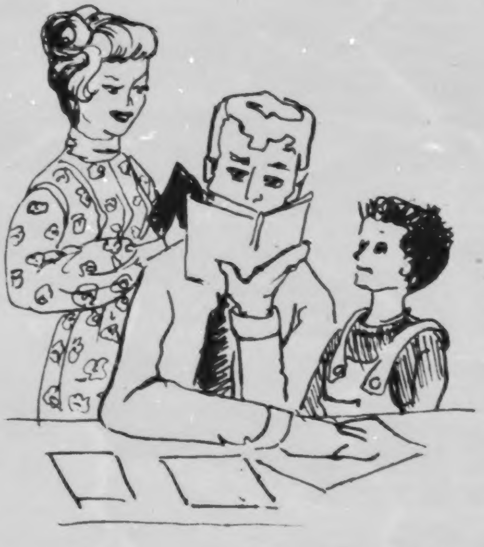
Directions: Write below a story about this picture. Try to include what brought the situation about, what is happening, how the persons involved feel and what will probably result.

Suggestions for use: Refer to page 16 for further explanation of the TAT instrument. The teacher might use additional pictures selected to suit specifically the class objectives.









FINANCE COSTS AND INTEREST RATE PROBLEM

(Carol Stine)

Name ____________________

Class ____________________

Score ____________________

Objective: Compute finance costs and true interest rate.

Directions: Can you figure the finance costs and the true interest rate for this range? Fill in the figures given in the problem below in the calculator and follow the directions.

> Mary saw an ad in the newspaper for a beautiful new electric range. The ad said that the cash price for the range was $360.00. However, it said you could pay $10.00 down and $16.92 a month for 24 months. How much is the finance cost on the range? What would be the true interest rate?

INSTALLMENT COST CALCULATOR

1. Amount of each payment .... ________
2. Total number of payments .... ________
3. Total of installment payments (line 1 times line 2)......... ________
4. Amount or value of down payment .... ________
5. Total cost (line 3 plus line 4) .... ________
6. Cash price .... ________
7. Finance cost (line 5 minus line 6)........................ ________

INTEREST RATE CALCULATOR

8. Number of payments per year (12 months, 52 weeks) .... ________
9. Finance cost (line 7) .... ________
10. Multiply line 8 times line 9 .... ________
11. Multiply line 10 by 200 .... ________
12. Amount of credit advanced .... ________
13. Add one to number of payments .... ________
14. Multiply line 12 times line 13 .... ________
15. Annual interest rate (divide line 11 by line 14) .... ________

CONSUMER PROBLEM
(Judy A. Knauer)

Objective: Knowledge of installment buying

Directions: Tom and Bea have selected a sofa for their new apartment. The cost is $300.00. Since they were recently married, their savings have gone for "setting up housekeeping". They will have to finance their purchase economically; what would you recommend? Select the best choice of the three plans suggested by placing the letter of the choice in the blank to the left... Then, from the list below, check (✓) those statements which are true and would influence your decision.

____ 1.

A.	B.	C.
Installment buying would require a down payment of $100.00 and monthly payments of $12. for 18 months. A $10.00 service charge would be added.	A charge account would require no downpayment. Credit charges are made on unpaid balance after 30 days. Monthly payments would be $30. Total credit charge would be $12.00.	Borrowing from a small loan company at an advertised rate of 9% is one possibility. They would make 18 monthly payments of $20.46.

____ 2. The plan I selected is the least expensive.

____ 3. Tom's salary influenced my decision to a large extent.

____ 4. The payment plan that I selected extends over the longest period of time.

____ 5. The true interest rate is often higher than the stated rate of interest.

____ 6. Tom and Bea probably could not make a down payment at this time.

____ 7. Tom and Bea would hold title to the sofa while they were paying for it if they choose to use the installment plan.

____ 8. Borrowing from independent loan companies is the most expensive of the three methods given.

____ 9. Tom and Bea would not have use of the sofa until it was paid for if they purchased it on open-charge account.

____10. There is no charge for the type of credit you have selected for Tom and Bea to use.

Draw conclusions about the wise use of buying on credit.

TESTS FOR CONSUMER KNOWLEDGE
(Sara Porter)

Objective: Knowledge of Federal Trade Commission

Directions: Below are statements concerning the power and responsibilities of the Federal Trade Commission. Place a (+) in the blanks to the left if the statement is true; place a (0) in the blank if the statement is false.

____ 1. Has responsibility for encorcing the Wool Products Labeling Act.

____ 2. Keeps the public informed as to current schemes being used by unscrupulous businesses.

____ 3. Can prosecute furniture retailers for removing manufacturers' labels which disclose information of construction.

____ 4. Cannot act on behalf of an individual consumer.

____ 5. Responsible for enforcing Kennedy's Consumer Bill of Rights.

____ 6. Responsible for the enforcement of the Textiles Labeling Act.

____ 7. Can prosecute businesses for deceptive practices in situations in intrastate commerce.

____ 8. Does not actively participate in consumer education programs.

____ 9. Can stop deceptive selling but cannot stop the offenders from collecting debts.

Objective: Knowledge of consumer education problems

Directions: Answer each problem by placing a check (✓) in either the Yes or the No column.

Yes	No	Problems
		1. A woman received a trinket in the mail with a request for a $1.00 donation. Must she mail the donation or return the trinket?
		2. A customer signed a contract that the salesman insisted upon. Can the Better Business Bureau help her cancel the contract?
		3. Company B claimed that their salve would cure cancer of the skin. Can the Food and Drug Administration prosecute the business firm?
		4. A salesman said, "The Better Business Bureau recommended my company." Is this true?
		5. Mrs. X called a TV repairman but before he arrived her husband made the repair. When the repairman arrived she sent him away. Does she have to pay for the service call?
		6. A clerk in a store tried to sell you a gadget that would develop your bustline. Should this be reported to the Food and Drug Administration rather than to the Better Business Bureau?
		7. The salesman wrote "As Is" on a sales slip for a used car he sold to Mr. Y. Two days later Mr. Y discovered the car needed extensive repairs. Can Mr. Y force the dealer to either make the repairs or take the car back?

PRETEST ON CONSUMER AIDS
(Sara Porter)

Objective: Knowledge of consumer aids

Multiple Choice: In the blanks write the letter that completes each of the following statements:

____ 1. The weakness of every regulatory agency of government is that
  a. it discriminates against small business
  b. the laws are not enforced
  c. it soon represents the industry it is supposed to control
  d. many of the regulations are vague and not clearly stated

____ 2. Brands and trademarks are valuable aids to
  a. the low income group
  b. manufacturers and distributors
  c. the educated consumer
  d. manufacturers and consumers

____ 3. A warranty of a product covers
  a. only the parts of the product
  b. only certain parts
  c. labor for repairs
  d. all parts and labor

____ 4. The most serious omission in commercial standards is
  a. one for size of containers
  b. one for content of containers
  c. in controlling price
  d. assurance of quality

____ 5. It has been estimated that out of every $20 spent for groceries the package cost
  a. $ .50 c. $1.50
  b. $1.00 d. $2.00

Matching: In the blanks to the left write the letter of the organization to contact for each situation.

Situation

____ 6. The label on a bottle of scalp lotion states that "the daily use of the lotion on the scalp for two weeks will result in a heavier growth of hair." You have used the lotion for one month but growth of hair has not increased.

____ 7. You have purchased a cake from a local bakery. When slicing the cake you find several weevils.

Organization

A. Better Business Bureau
B. Federal Housing Association
C. Board of Health
D. Medical Association
E. Food and Drug Administration

____ 8. You have ordered a sandwich at a lunch counter. While waiting for your order you noticed a waitress scraping soiled dishes and without washing her hands, she went directly to make your sandwich.

____ 9. The last two times you have purchased meat at store X it was spoiled.

____10. A local gasoline station advertised a free car wash with a "fill-up order." You have the gas tank filled and ask for the free car wash. The attendant replied that you purchased only 10 gallons of gasoline and the offer is only good with a purchase of 15 gallons or more.

____11. A local store advertised a vibrating chair that was expecially designed to "take off body weight if you use the chair every day."

____12. A door-to-door cookware salesman claims that you have endorsed his product. You are neither familiar with his product nor have you endorsed it.

____13. You purchased a bottle of Milk of Magnesia. When you opened the bottle it smelled strongly of turpentine.

BANKRUPTCY CHECKLIST

(Martha Nall)

Objective: Responds to feelings concerning bankruptcy

Directions: Respond to each of the following statements by circling the numbers, depending upon how you feel in each case.

1 - Strongly Disagree

2 - Disagree

3 - Undecided

4 - Agree

5 - Strongly Agree

There are no right or wrong answers.

		SD	D	U	A	SA
1.	People will not trust a person who is or has been bankrupt.	1	2	3	4	5
2.	A person's reputation is not damaged by bankruptcy.	1	2	3	4	5
3.	Bankruptcy destroys the family's sense of security.	1	2	3	4	5
4.	Bankruptcy is becoming more acceptable.	1	2	3	4	5
5.	Society expects a person to be able to pay all his bills.	1	2	3	4	5
6.	Bankruptcy causes emotional instability between husband and wife.	1	2	3	4	5
7.	Bankruptcy does not cause a feeling of indequacy in the bread winner.	1	2	3	4	5
8.	Filing for the bankruptcy law is an easy way to get out of paying all your bills.	1	2	3	4	5
9.	Keeping up with the Jones can lead to bankruptcy	1	2	3	4	5
10.	Bankruptcy does not create a feeling of hoplessness and a lack of definiteness of the future	1	2	3	4	5

RATING SCALE FOR
LETTER OF COMPLAINT TO MANUFACTURER
PERFORMANCE TEST
(Lela HewLett)

Name ____________________ __________

Rater ____________________

Score ____________________

Objective: Identifies criteria of a letter of complaint to a manufacturer.

Directions: In the blank on the right place the score that corresponds with the description of the criteria being rated. Place the total of the score in the space provided above.

QUALITY BEING RATED	DESCRIPTIONS 1	2	3	SCORE
1. Method of writing	Printed by hand	Handwritten	Typed	______
2. Neatness	Untidy	Few corrections	Very neat	______
3. Structure	Must decode	Understandable	Easily understood	______
4. Facts	Emotional	Some facts, some emotion	Only facts presented	______
5. Previous conditions	Says nothing of what has been done	Mentions what has been done	States all that has been done	______
6. Addressee	The company	Company officer (not named)	Company officer (Named)	______
7. Other information	None included	Originals of labels, receipts, etc.	Photostats of receipts labels, etc.	______
			Total	______

INSURANCE OPINIONAIRE
(Germaine Burns)

Objective: Knowledge of insurance

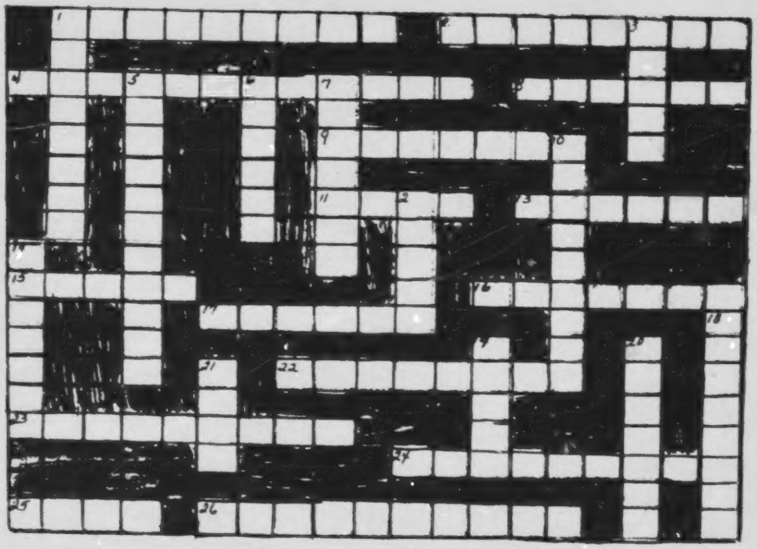
Directions: This is not a test. Below are several statements pertaining to the various aspects of insurance. Answer each statement carefully by checking the answer which best describes your feeling concerning the question. SD - strongly disagree, D-disagree, U-undecided, A-agree, SA-strongly agree.

	SD	D	U	A	SA
1. The amount every wage earner should spend for insurance protection is 10 percent of his income.					
2. The typical family can wisely buy as much insurance as it can afford.					
3. Every head of a family should buy lots of all kinds of insurance.					
4. Everyone should study his economic risks carefully and purchase first the insurance protection he needs most.					
5. Most persons should buy straight life insurance because it is the cheapest form of permanent protection.					
6. Young married men should buy limited payment life insurance so they won't have to pay premiums during their retirement years.					
7. Most of us can afford to buy insurance to protect us against every possible loss.					
8. It is easier for a person to decide how much life and health insurance he needs than it is for him to determine the amount of auto or fire insurance he should carry.					
9. Less than half of the families in the United States carry personal insurance.					
10. Family income policies can be planned to meet the special needs and desires of individual families.					
11. Most insurance applications ask for too much unnecessary and personal information.					
12. A physical examination is always required in purchasing life insurance.					
13. A policy holder is entitled to cancel his insurance policy at any time.					
14. If a family is covered by enough insurance, it can prevent or avoid economic risks.					
15. The only way to take advantage of the cash value of life insurance is to turn in the policy.					

INSURANCE CROSSWORD PUZZLE

(Germaine Burns)

Objective: Knowledge of insurance



ACROSS

1. Type of life insurance that amounts to an insured savings plan.
2. The least expensive type of permanent protection in life insurance is ____ life.
4. A person who has insurance.
8. Disability insurance pays for loss of ____.
9. Hospital, surgical, and ____ insurance are Often called basic health coverage.
11. Type of life insurance policy that protects for a given period of years.
13. A provision that under certain conditions an insurance policy will be kept in full force by the company without the payment of premiums is called a ____ of premium.
15. A family income ____ may be added to a straight life policy.
16. An insurance contract.
17. Life Underwriters Associations are organizations of insurance ____.
22. Having insurance gives one a feeling of ___.
23. Insurance companies help finance home and apartment buildings by investing in ____.
24. A means of sharing risks.
25. A permanent life insurance policy has a ____value, which the policyholder may borrow against.
26. A double indemnity policy pays double when death results from ____ means.

DOWN

1. Type of risk that may cause financial loss.
3. Type of insurance plan often provided by a wage earner's company.
5. The insurance company puts money to work in ____.
6. The two types of personal insurance are life and ____.
7. The type of insurance in which premiums are paid for a set number of years but protection lasts for life is called ____ payment.
10. Type of insurance that protects against the claims of other people if the insured person should injure them or damage the property.
12. Charges for insurance are known as premium ____.
14. Amount paid for insurance.
18. Overhead insurance is a type of ____. health insurance.
19. Chance of losing something of value.
20. Surgical ____insurance is a type of health insurance.
21. All permanent life insurance has ____ values. This means that insurance protection need not be given up to get the use of cash in an emergency.

D. FOODS AND NUTRITION

FOOD'S INTEREST QUESTIONNAIRE
(Marilyn Decker)

Objective: Identifies the interests and knowledge of food of students

Directions: Write one word or short phrase answers for the following items.

Section I. "Introducing You"

1. Name ______________________ 2. Age _______ 3. Grade ______ Date ____

4. Number of sisters__________ Ages of Sisters ______________________

5. Number of brothers _________ Ages of Brothers ______________________

6. Occupation of father _____________ 7. Occupation of mother ___________

8. Hobbies or interests ______________________________________

9. Do you plan to end your education with high school? _____ 10. If so what type of job would you like to have? ______________________________

11. Is college your aim? _____ 12. If so, what would you like to study? _________

Section II "Your Food IQ"

13. Why do you eat _______________ 14. What do you eat? _______________

15. When do you eat? _______________ 16. With whom do you eat? ___________

17. Where do you eat? _______________ 18. How do you eat? _______________

19. Check your preference on the following areas of study:

____ Managing your time efficiently
____ Use and advantages of small equipment
____ Making your food dollars stretch
____ Meal planning
____ Reducing and expanding recipies
____ Calories and you
____ Food fallacies
____ Nutrition facts and figures
____ Food selection
____ Storage and food preservation
____ Table settings
____ Socially acceptable table manners
____ Eating in a restaurant
____ Barbecuing or out of doors cooking
____ Party planning
____ Candymaking

Preparing the following:
____ Meats
____ Piecrusts
____ Yeast dough
____ Desserts
____ Fruits
____ Cereals
____ Eggs
____ Quickbreads
____ Casseroles
____ Soups
____ Gelatin dishes
____ Sauces
____ Buffet meals
____ Foreign meals
____ Convenience foods

20. Which subject areas above were unfamiliar? ______________________

21. Should our study of foods include other areas? ______ What? ______________

22. What will you have to do to prepare yourself for food labs? ______________

RATING SCALE FOR WEEK'S MENU PLAN
(Ruth Sproat)

Objective: Knowledge of menu planning

Directions: Score the week's menus according to the descriptions in the three columns. If you feel that it falls between the columns, use 2 or 4 as your rating. Write your score for each item in the blank to the right of the item. Total your score.

1	2	3	4	5	Score
1. Little or no milk is served		Three servings of milk on some days		Three servings of milk daily	1. ____
2. Little or no meat is served		Two servings of meat on some days		Two servings of meat daily	2. ____
3. No eggs are served		One or two eggs are served during the week		Three to five eggs are served during the week	3. ____
4. Little or no vegtables or fruits are served		Four servings of vegetables or fruits are included on some days		Four servings of vegetables or fruits are served daily	4. ____
5. Few or no dark green or yellow vegetables are served		Dark green or yellow vegetables are served on some days		Dark green or yellow vegetables are are served daily	5. ____
6. Little or no fruit rich in ascorbic acid is served		Fruit high in ascorbic acid is served on some days		Fruit high in ascorbic acid is served daily	6. ____
7. Little or no bread or cereal is served		Four servings of bread and cereals are included on some days		Four servings of bread and cereals are served daily	7. ____
8. Meals have very little contrast in color		Some meals have pleasing contrast of color		All meals have pleasing contrast of color	8. ____
9. Meals have very little contrast in texture.		Meals have pleasing contrast of texture sometimes		All meals have pleasing contrast of texture	9. ____
10. Meals have poor contrast in flavor		Some meals have pleasing contrast in flavor		All meals have pleasing contrast in flavor	10. ____
				TOTAL SCORE	____

Q-SORT BASIC FOUR
(Ann Waitt)

Objective: Knowledge of the Basic Four Food Groups

Directions: Staple another half sheet of paper underneath the left side of this sheet forming four pockets. Cut out the items on the right side of the sheet into 26 separate items. Place each item into the correct pocket.

MILK GROUP	3 to 4 cups for children	Rice
	4 or more cups for teens	Rolled Oats
FRUIT-VEGETABLE GROUP	2 or more servings	Potatoes
	4 or more servings	Macaroni
	4 or more servings	Ice Cream
MEAT GROUP	Beef	Bread
	Veal	Fish
	Pork	Eggs
BREAD-CEREAL GROUP	Poultry	Cheese
	Citrus	Nuts
	Cottage Cheese	Dry Beans
	Broccoli	Crackers
	Carrots	Spinach

Teachers Note: This Q-Sort on the Basic Four is to be used with the slow student or the young student. The student could prepare food items on cards or paper incorporating foods that are familiar to them.

Q-SORT NUTRIENTS

(Ann Waitt)

Objective: Knowledge of nutritive contribution of foods

Directions: Staple another half sheet of paper underneath the left side of this sheet forming four pockets. Cut out the items on the right side of the sheet forming 25 items. Place each item into the correct pocket.

CARBOHYDRATES

FATS

PROTEINS

MINERALS

VITAMINS

Sugars and starches	Some are soluable in water
Essential for healthy skin	They work with carbohydrates to give energy
Essential for vision	Iron
Cheese is a good source	Calcium
Phosphorus	Amino Acids
Regulate and build body	Cereals are a source
Milk is a good source	Candy is a source
Meat is main source	Fish is a good source
Excess is stored in connective tissue	Essential for formation of teeth and bones
Chief function - provide large amounts of energy	Composed of fatty acids
Liver is a good source	Eggs are a good source
Nuts	Main function is growth and repair
Found in limestone, water, soil	

WORKSHEET FOR CONVENIENCE FOODS
(Lucille Frick)

Objective: Compares various convenience foods to recipe made products.

Scoring: 5-Good, 3-Fair, 1-Poor

FOOD	BRAND	TOTAL COST	COST PER OUNCE	PREP TIME	PALATABILITY CHARACTERISTICS		
					APPEARANCE	TEXTURE	FLAVOR
Cake from Bakery							
Cake Mix							
Recipe made cake							

Conclusions:

Ready Made Cookies							
Refrigerated Cookie Tube							
Cookie Mix							
Recipe Made Cookies							

Conclusions:

Frozen Prepared Pie							
Pie Crust Mix and Prepared Filling							
Recipe Made Pie							

Conclusions:

Instant Potato Buds							
Instant Potato Flakes							
Recipe Mashed Potatoes							
Potatoes from TV Dinner							

Conclusions

Peas from TV Dinner			
Frozen Peas			
Canned Peas			

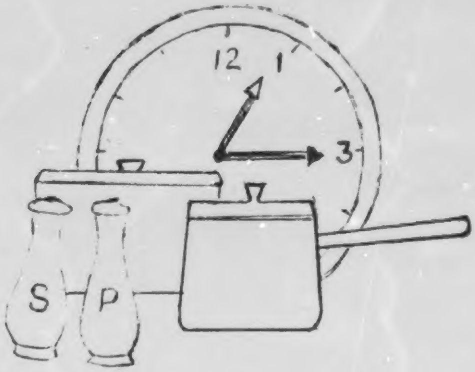
Suggestions to teacher: Other possibilities include comparison of stews, chili, soups, puddings, et cetera. Every effort should be made to keep items similar if not identical in basic ingredients; i.e. chocolate rather than cocoa in cakes.

Conclusions:

MEAL PREPARATION PROBLEM TEST
(Eleanor Lord)

Objective: Plans a nutritional meal with specified food items.

CAN SUSAN DO IT?



__Directions__: Susan's mother called and said she would be late from work. She told Susan to prepare supper for the family using the left-over pork roast in the refrigerator and whatever else she could find. Susan has one hour and fifteen minutes until supper time.

Following are the foods that Susan found:

Left-over pork
Rice
Canned tomatoes
Cream of mushroom soup
Unbaked refrigerator cookies
Canned green beans
Canned peach halves
Box of gelatin dessert
Lettuce
Staples

I. Plan a good menu for the family using the foods. (Note: you cannot use any food other than those listed including staple items.)

II. State three reasons why the menu you planned did or did not make good use of the left-over pork. Support your statements.

HOW DID YOU SOLVE SUSAN'S PROBLEM?
Score card

__Directions__: The following score card will be used to evaluate how much help you were to Susan. __Read before you solve the problem__.

	Points	Score
1. Is the menu nutritionally balanced?	5	____
2. Is the menu form correct?	3	____
3. Are there three reasons stated for use of pork?	9	____
4. Are the reasons soundly supported?	9	____
5. Is the spelling and grammar correct?	2	____
TOTAL POSSIBLE SCORE	28	____

Comments:

NUTRIENT BINGO GAME

(Kathryn Van Fleet)

Objective: Knowledge of food nutrients.

Directions: The teacher will ask questions about nutrients. If you find an answer on your card, cover the square with a piece of the construction paper provided to you. When you get five answers in a straight line (vertically, horizontally, or diagonally) say, "Bingo".

Amino Acids	Vitamin A	Iron	Vitamin E	Calcium
Vitamin	Thiamine	Sugar	Iodine	Starch
Cellulose	Water	FREE	Riboflavin	Niacin
Carotene	Vitamin C	Tryptophan	Vitamin B_{12}	Fluorine
Vitamin D	Folic Acid	Phosphorus	Fat	Oxalic Acid

Suggestion to the teacher: The "Bingo" directions and blank card could be duplicated as above. The nutrients can then be written in the blanks, making each card with a different order, so students will not "Bingo" at the same time. Prepare questions on cards so that they may be shuffled and drawn at random.

MEETING YOUR HEALTH PROBLEMS ESSAY

(Ruth E. Sproat)

Objective: Knowledge of planning nutritious meals.

Directions: Study the menus below. These are the foods that Jane ate yesterday. She is a little overweight and would like to lose some weight. She tries to eat well balanced meals daily. She ate one average sized serving of these meals yesterday. Your answers will be scored as indicated on the right.

Scoring:	Points
Selection of foods to be eliminated.......	30
Selection of foods to be eaten in small servings.	30
Nutritious snack.....	30
Organization of answers.	10
TOTAL POSSIBLE	100

Breakfast

Orange Juice
Bacon Egg
Buttered Toast
Milk

Lunch

Macaroni and Cheese
Tossed Vegetable Salad
Bread Butter
Chocolate Bread Pudding
Milk

Dinner

Fried Chicken - Gravy
Mashed Potatoes Peas
Bread Butter
Apple Pie
Tea

I. List the foods in each meal which should be eliminated?

II. List the foods in each meal which should be eaten in only small servings.

III. Plan a nutritious snack which will help Jane feel satisfied and maintain a well balanced menu without adding many calories.

Crossword Puzzle

(Betty Rice)

Objective: Knowledge of food terminology.

Directions: Place THE PROPER WORDS IN THEIR PLACES AND THE PUZZLE WILL BE COMPLETE. The words are common terms used in foods. The definitions are given on this page. Write them into the puzzle on the next page. The key is the underlined word in each case and should be omitted when given to the students.

ACROSS

1. Scallop - To bake food, usually cut in pieces, with a sauce or other liquid. The top is commonly covered with crumbs, and the food and sauce are arranged in alternate layers with or without crumbs between layers. A baking dish is used.
2. Dough - A mixture of liquids and dry ingredients stiff enough to knead.
3. Beverage - A drink such a coffee, tea, cocoa, etc.
4. AuGratin - A scalloped dish made with cheese.
5. Toss - To mix by lifting with two forks or a fork and a spoon- to mix together without crushing the ingredients.
6. Marinate - To season by soaking in French dressing, or to make tender by soaking in a solution of vinegar, spices and water (meats).
7. Cream - To work one or more foods until soft and creamy by using a spoon or other implement. Usually applied to combining shortening and sugar in place of blend.
8. Melt - To change from solid to liquid by using heat.
9. Steaming - To cook above water; to cook in live steam.
10. Drain - To remove liquid from food.
11. Broil - To cook directly over or under the direct flame.
12. Pare - To remove outside covering.
13. Panfry - To cook in a small amount of fat in a frying pan.

DOWN

1. Casserole - A combination of foods, usually with cream sauce, baked in an earthenware, glass or metal dish.
2. Parboil - To boil until partly done or half done.
3. Roast - To cook over direct flame, or to cook in dry heat, as in oven, in an uncovered pan.
4. Knead - A method of mixing dough by stretching and folding.
5. Dredge - To coat with flour.
6. Sift - To pass through a sieve as with flour.
7. Frost - To cover cake or cookies with icing.
8. Simmer - To cook slowly just below the boiling point on top of the stove.

9. Recipe - Direction for mixing foods.

10. Braise - To brown in fat, then cook in a small amount of liquid in a covered vessel.

11. Curdle - A change in milk in which solids of the milk separate from the watery part. When cooked at too hot a temperature custard may do this.

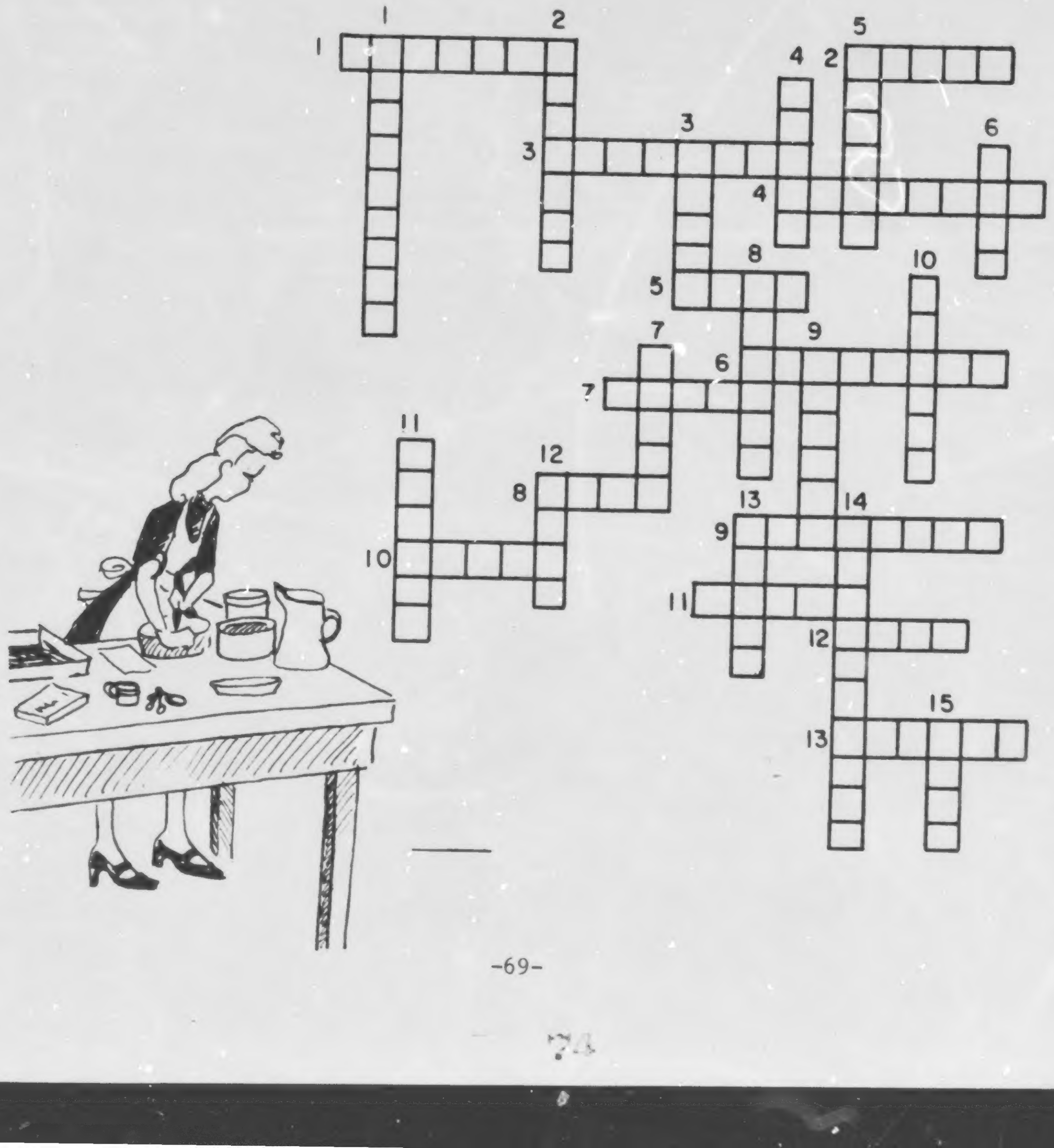
12. Menu - A list of foods for a meal.

13. Shred - To cut or slice paper thin in strips.

14. All Purpose - Flour that may be used for making any baked product.

15. Fold - To turn over and over lightly so as not to force air out of the mixture. It can be done with a spoon, or by operating an egg beater or mixer very slowly.

COOKING TERMS PUZZLE



TEST ON FOOD LAWS, INSPECTION, AND GRADING
(Alice Lutkus)

Objective: Knowledge of food laws, government stamps, and grading agencies, and to understand their functions.

Nams ______________________ Class ______ Date _____ Score __________

Constant Alternative Item: For the following seven statements you have a choice of three alternative answers.

(4 pts. each) Mark + if the statement is true.
Mark - if the statement is false.
Mark 0 if the statement is dependent on other factors.
If marked 0, name the factor or factors.

___ 1. The grading of meat is optional except during periods of government control.
Factor ______________________________

___ 2. The Federal Food, Drug, and Cosmetic Act is concerned with compulsory grading and labeling of a limited number of foods.
Factor ______________________________

___ 3. A food product may be labeled by grade without government inspection.
Factor ______________________________

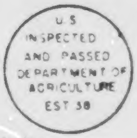
___ 4. Food labeling under a trade name or brand is of equal importance to government grading.
Factor ______________________________

___ 5. Blue Goose, Inc. is a grading agency.
Factor ______________________________

___ 6. When meat is marked with the Federal inspection stamp, the buyer is assured that it was produced from healthy animals, slaughtered and processed under approved sanitary conditions.
Factor ______________________________

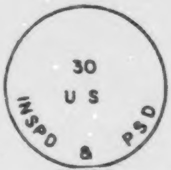
___ 7. When meat is marked only with a state or city inspection stamp, the buyer is 'taking a chance.'
Factor ______________________________

Completion: Identify each stamp or label and define the terms on it.
(2 pts. each)



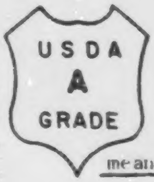
is ______________

means ______________



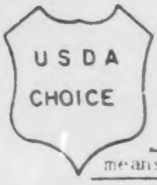
is ______________

means ______________



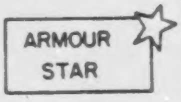
is ______________

means ______________



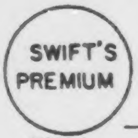
is ______________

means ______________



is ______________

means ______________



is ______________

means ______________

Performance Test With Score Cards
(Alice Lutkus)

Objective: Comprehension of levels of quality in canned goods.

This will also serve as a self-evaluation device.

Score Card 1:
Identification and comparison of grades of canned and frozen products. Before the test, the instructor measures the product with USDA grade standards. After the students examine and taste the product, they will score and assign a grade to it. The instructor then reports the actual grades and the class discusses the USDA grade standards.

Dessert Peach Halves	Color	Uniformity	No. per 10 can	Absence of Defects	Texture	Flavor	My Score	My Grade	My Grade
X									
Y									
Z									

Scoring: Write the number which best suits your opinion of X, Y, and Z in each column, (good 5, fair 3, poor 1). Total your score.
Grading: Assign a grade to X, Y, and Z in the 'my grade' column.
Sign your name.

Objective: Knowledge of three brands and qualities of instant mashed potatoes.

Score Card 2:

Instant Mashed Potatoes	Color	Texture (smooth, lumpy)	Flavor Natural	Artificial	Consistency (dry, watery)	Score
I						
II						
III						

Scoring: Write the number which best suits your opinion of I, II, and III in each column (good 5, fair 3, poor 1). Total your score.
Sign your name:

Checklist for Laboratory Habits

Objective: To develop good work habits in the kitchen.

Directions: Score yourself on each of the following items according to this scale: 3 = 1 I did it well, 2 = 1 I could improve, 1 = 1 was very careless.

Dates:					
1. Was I ready for class on time?					
2. Were my hands and nail clean?					
3. Did I wear my apron?					
4. Was my apron clean?					
5. Did I put my personal things in the proper place?					
6. Was I neat about all my work?					
7. Did I assemble the necessary items before starting to work?					
8. Was I able to depend on myself?					
9. Did I cooperate with my group?					
10. Did I give attention to directions?					
11. Did I use my time well?					
12. Did I do my part correctly?					
13. Did I leave things clean?					
14. Did I leave things in their proper place?					
15. Did I have my work well planned?					
16. Did I care for my dish towels properly?					
17. Did I remember my housekeeping duty?					
18. Did I put my apron away neatly?					
19. Did I work quietly?					
Possible score is 57. My score today:					
The habits I need to develop are:					

Suggestions for use: This instrument would be ideally used by the pupil for self-evaluation at the conclusion of a laboratory period. It could also be used by the teacher or, in part, by another pupil if a pupil evaluator is designated. It is important that it be used on the day of the laboratory in order to make correct judgments.

Performance Test on Family Meals

Objective: Ability to apply knowledge of how to plan, prepare and serve well-balanced meals to the family with efficient use of time and within a limited cost allowance.

Suggestions for use: May be used as a pre-test and/or as an achievement test at end of the unit.

Directions: From the foods on the supply table (or in unit kitchen) prepare a low cost lunch. Two girls prepare for four.

Foods on table might include:

Potatoes
Lettuce
Carrots
Cabbage
Eggs
Milk
Can of green beans
Can of pineapple
Can of peaches
Can of tomatoes
Can of tuna fish
Can of milk
Whole wheat bread
White bread
Cottage cheese
Peanut butter
Butter
Mayonnaise
American cheese
Instant pudding
Soda crackers
Macaroni
Noodles
Tea bags

Give the other two girls a score card for the meal or give one a score card and ask the other to keep a record of unnecessary steps and motions. Summarize in the space below.

Score as follows: 3 = Could not be improved, 2 = less than half needs improvement, 1 = more than half needs improvement.

Score Card for Family Meal	Score	Record of Unnecessary Steps and Motions
1. Interesting and tasty menu		
2. Suitable for season of year		
3. Suitable for group		
4. Nutritionally good		
5. Both hot and cold foods		
6. Table properly set		
7. Prepared in time alloted		
8. Attractively served		
9. Food correctly served		
10. Pleasing contrast of textures		
11. Correct amount prepared		
12. Good work habits used		
Possible score is 36. Score		
Pupil		

LABORATORY PLAN

Objective: Comprehension of planning needed for a laboratory in foods.

NAME OF LAB ____________________ CLASS ______ PERIOD ____ UNIT _____

DATE ____________________ NAMES ____________________

RECIPE SOURCE: ____________________ ____________________

PAGE NUMBER: ____________________ ____________________

____

RECIPE OR MENU	GROCERY ORDER	SPECIAL EQUIPMENT
WORKING PLAN:		
Names:		

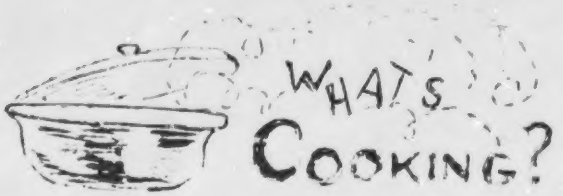
PREPARATION SCHEDULE:

Time	Name

COMMENTS:

TEACHER EVALUATION OF LABORATORY
(Eleanor Lord - Melinda O'neil)

Objective: To evaluate laboratory performance.


WHAT'S COOKING?

NAME ____________________
CLASS ____________________
LAB ____________________

Directions: Observe the members of each laboratory group according to the following qualities. Score the unit following the point system listed:

5 - Excellent
4 - Very Good (only a few improvements needed)
3 - Good (several improvements could be made)
2 - Fair (definite need for improvements)
1 - Poor (much improvement needed)

QUALITIES	UNIT POINTS						COMMENTS
	1	2	3	4	5	6	
PREPARATION - Work quickly, quietly, and neatly							
COOPERATION - Work together and take initiative							
PLANNING - Feasible plan for all members presented in advance							
TABLESETTING - Table set correctly; evidence of creativity							
PRODUCT - Meets the criteria established by the class							
CLEAN-UP - Unit left clean with items stored properly							
OTHER							

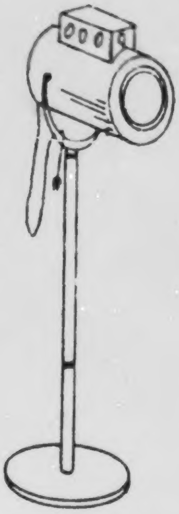
Rearrangement Item

Objective: Ability to plan the order in which the foods in a meal should be prepared.

MENU
Ham Loaf
Creamed Potatoes Buttered Corn
Combination Salad
Whole Wheat Bread Butter
Baked Apple

Directions: Below are listed some jobs which might be done in preparing and serving this meal. Some of them are unnecessary. First, draw a line through the jobs which you consider unnecessary. Then arrange the remaining jobs in the order in which they should be planned and write them in the blanks in Column 2.

1. Add butter to corn	1. ______________________
2. Fill water glasses	2. ______________________
3. Make salad	3. ______________________
4. Make cream sauce	4. ______________________
5. Mix ham loaf	5. ______________________
6. Peel apples	6. ______________________
7. Peel potatoes	7. ______________________



E. FAMILY RELATIONSHIPS

Sociodrama Checklist
(Catherine Cecil)

Objective: Application of knowledge of marriage customs

Let's Get Into The Act:

A Checklist for a Socio-Drama
in
Family Relations

NAME ______________________

DATE ______________________

Directions: Each committee has created and presented a socio-drama pertaining to marriage customs around the world. Place a check (✓) in the column which best describes your own socio-drama. Add comments that clarify or explain your response when desired or necessary. Comments may include citations of evidence that support your response.

	NO	PARTLY	YES	COMMENTS
I. Planning 1. Was the problem of the socio-drama clearly stated?				
2. Did the group draw upon reliable resources for information regarding other cultures?				
3. Was the problem attacked as a whole rather than from a single angle?				
II. Originality 4. Was the skit presented in a unique and interesting manner?				
5. Was brainstorming and free-wheeling incorporated in stimulating new ideas?				
6. Was each member of the group able to think independently and creatively without relying on others for ideas?				

	NO	PARTLY	YES	COMMENTS
III. Cooperation 7. Did each member of the committee assume responsibility in making the skit a success?				
8. Did each member contribute to the smooth progression of the committee work?				
9. Did each member of the group have an opportunity to express ideas?				
IV. Organization 10. Did the group accumulate all necessary evidence so that the skit was accurate in providing information of other cultures?				
11. Were the contributions of each member integrated into a meaningful whole?				
12. Did the plot of the drama develop in a logical sequence?				
V. Presentation 13. Were all members of the group well prepared?				
14. Did each member evidence a feeling of empathy in portraying his role?				
15. Did the presentation stimulate interest and thinking among the class members?				
16. Were the ideas of the sociodrama clearly communicated?				
17. Was the skit a learning experience for the class rather than mere entertainment?				

TOTAL

Test of Creative Ability*

Objective: Synthesis of knowledge of family relationships in solving problems.

Creativity can be measured in the area of family relations. The following test has 5 parts. One example is given for each of the five parts. The teacher would need to add about four additional items for each part.

Name ______________________________ Date ____________________

Age __________ Education (circle one) 8 9 10 11 12 13 14 15 16 17 18

Directions: On the inside pages there are 5 parts of a test of creative ability. You will take the test one part at a time beginning when the examiner gives the signal and stopping when the examiner says 'Stop'! The length of time allowed will be found at the top of the page where that part of the test begins. Pace yourself so that you have enough time to try all of the problems in each part. DO NOT SPEND ALL OF YOUR TIME ON ONE OR TWO PROBLEMS!

If you should be writing when the signal to stop is given, time will be allowed for you to complete the item upon which you are working.

DO NOT TURN THIS PAGE UNTIL THE EXAMINER GIVES THE SIGNAL.

PART I. 20 Minutes Q ____ X ____ ____
U ____ X ____ ____

Below are listed five situations which might occur in a family setting. After each situation, please indicate as many possible consequences as you can. You can supply any information or details that you wish. In other words, you are to think of all the things that might happen as a result of the situation. Do not mark in blanks 'Q' and 'U'.

Mr. and Mrs. Smith have three children. They have tried to instill in all three children moral and spiritual values. However, the seventh grade teacher of the youngest child informs them that their son has stolen twenty dollars from another teacher's purse.

O U Q U
____ ____ 1. ______________ ____ ____ 8. ______________
____ ____ 2. ______________ ____ ____ 9. ______________
____ ____ 3. ______________ ____ ____ 10. ______________
____ ____ 4. ______________ ____ ____ 11. ______________
____ ____ 5. ______________ ____ ____ 12. ______________
____ ____ 6. ______________ ____ ____ 13. ______________
____ ____ 7. ______________ ____ ____ 14. ______________

(To Teacher: Use 4 more similar examples - for possible consequences)
Stop here! Do not turn page until examiner gives signal.

---

*Adaptation by Catherine Cecil, Graduate Student in Home Economics Education, of the AC TEST OF CREATIVE ABILITY, AC Spark Plug Division, General Motors Corporation.

Q ____ X ____ ________
U ____ X ____ ________

PART II. 10 Minutes

Below are listed a number of statements which you are to assume are true. Give as many reasons or explanations as you can to explain the truth of these statements. Do not mark in blanks 'Q' and 'U'.

A. 'It is important not only to pick the right mate but to be the right mate.' (author unknown)

Q U

____ ____ 1. ____
____ ____ 2. ____
____ ____ 3. ____
____ ____ 4. ____
____ ____ 5. ____
____ ____ 6. ____
____ ____ 7. ____

(Teacher: 4 other similarly written examples of statements).

Q ____ X ____ ________

PART III. 15 Minutes

Below are listed a number of items which could possibly create family friction. Please list after each one all the things about them which could cause family friction. Do not write in blanks 'Q' and 'U'.

(Teacher: Use 4 other examples; such as, use of television, allowances, use of telephone, curfew hours for children.)

E. Use of Leisure Time

Q U Q U

____ ____ 1. ____________________ ____ ____ 9. ____________________
____ ____ 2. ____________________ ____ ____ 10. ____________________
____ ____ 3. ____________________ ____ ____ 11. ____________________
____ ____ 4. ____________________ ____ ____ 12. ____________________
____ ____ 5. ____________________ ____ ____ 13. ____________________
____ ____ 6. ____________________ ____ ____ 14. ____________________
____ ____ 7. ____________________ ____ ____ 15. ____________________
____ ____ 8. ____________________ ____ ____ 16. ____________________

STOP HERE! DO NOT TURN PAGE UNTIL EXAMINER GIVES SIGNAL.

Total _____ X _____

PART IV. 20 Minutes

Below are listed a number of crisis situations. For each set there are a number of possible solutions. You are asked to give the solution which you believe would be the most effective. You can assume the availability of any kind of special resource that you might need in solving these problems.

(Teacher: Use 4 other similar crisis situations.)

B. The mother of three teenagers is an alcoholic. However, she denies any accusations to this effect, and she refuses to recognize the problem. Furthermore, she has no desire to contact Alcoholics Anonymous. How can the family help the mother?

STOP HERE! DO NOT TURN PAGE UNTIL EXAMINER GIVES SIGNAL.

Q _____ X _____ __________

U _____ X _____ __________

PART V. 15 Minutes

Below are listed several areas which require adjustment after marriage. List all of the problems which might arise from the following situations. Do not write in blanks 'Q' and 'U'.

(Teacher: Use 4 more similar examples).

E. Emotional Growth

Q U

_____ 1. __________ _____ 8. __________
_____ 2. __________ _____ 9. __________
_____ 3. __________ _____ 10. __________
_____ 4. __________ _____ 11. __________
_____ 5. __________ _____ 12. __________
_____ 6. __________ _____ 13. __________
_____ 7. __________ _____ 14. __________

STOP HERE! TAKE PAPER UP TO EXAMINER.

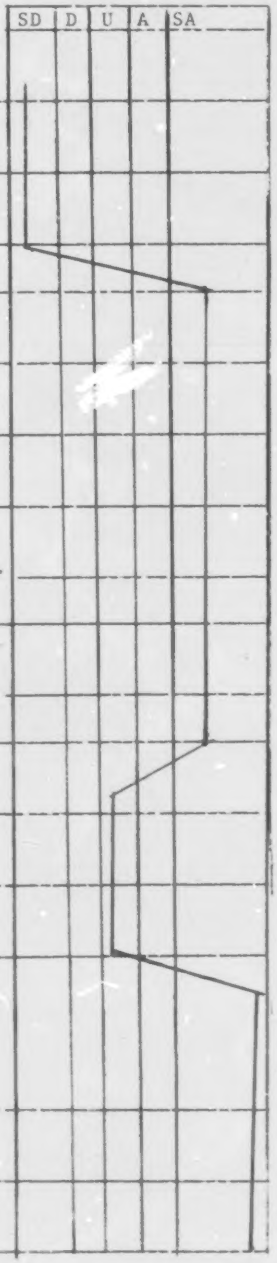
WHAT DO I KNOW ABOUT LOVE AND MARRIAGE?
Attitude Inventory
(Ruth Ann Fowler)

Objective: Identifies his own feelings about factors involved in love and marriage.

Directions: Place a (✓) under the column which best describes your feelings concerning the statement.

SD Strongly Disagree
D Disagree
U Undecided
A Agree
SA Strongly agree

1. Going steady in high school usually broadens one's range of friendship. ______
2. A high proportion of girls who marry under 18 years of age are happy. ______
3. Youthful marriages are more successful because of the pliability of young people. ______
4. The husband should control the spending money. ______
5. Before marriage one should tell the selected mate about any immoral behavior. ______
6. Being in love is the most important factor in choosing a mate. ______
7. No normal person falls in love with more than one person of the opposite sex. ______
8. A person with an unhappy childhood is just as likely to be happy in marriage as one with a happy childhood.
9. Severe problems usually tear a family apart. ______
10. Marriages after a brief courtship are more likely to be successful than those after a very long courtship.
11. Competition is a good attitude in marriage. ______
12. One does not marry his inlaws; therefore, parental objection to a marriage is of little importance. ______
13. Similarity in religious background is important to a successful marriage. ______
14. Well adjusted people could marry any one of several people and be happy with them. ______
15. One can tell whether it's love by the amount of sacrifice he is willing to make for it. ______
16. It will never be possible for women to have both careers and marriage with children. ______
17. Ability to get along with one's own parents well has no relationship to one's success in marriage. ______
18. Marriage is likely to correct most basic weaknesses of personality. ______



A profile can be constructed from an individual's responses and/or from the class response to show variations of agreement among the items. Such a profile is shown above.

MATRIMONY QUOTATIONS
Problems
(Lois J. Holmgren)

Objective: Comprehension of problems involved in marriage

Directions: The following quotations are bits of wisdom written as advice to married couples. Following each quotation write (in your own words) what you think the author is trying to say. Give an example in each case of how this advice could be meaningful in certain situations in a marriage.

George Ade has a precious bit of philosophy of marriage in his Fable of Slang, in which he says, "If one embarks on the sea of matrimony, he should not jump overboard in the first squall. Storms come and waves are higher, perhaps than we expected, but good seamanship conquers."

Rev. Rasmussen, minister of the church, read this short poem in his sermon entitled, "Building a Happy Marriage":

"Be to her virtues very kind
Be to her faults a little blind"

Answer the next questions as indicated:

A young man said, "I want a girl who is good-looking, a good dancer, and a good swimmer." In contrast to this statement, Oliver Goldsmith said he chose his wife as she chose her wedding dress--for qualities that would wear well. With which of these statements do you agree? Give your reasons.

Mr. Wood, in his book, Making A Home, lists ten points for a successful marriage. The tenth one states: "Take God into your homemaking plan". List the ways that God can become a part in the plans.

"As the home goes, so goes the world." Do you believe this statement? Why or why not?

CHILDREN'S BEHAVIOR INDICATE ADJUSTMENT
Checklist
(Rita Jane Atkinson)

Objective: Discriminates between well or poorly adjusted behavior of children

Directions: By merely observing children's behavior we can often determine whether they are well adjusted or not. Webster defines adjustment as the "establishing of satisfactory relationships." Mark with a (✓) in the yes column those behaviors which indicate a well adjusted child; mark with a (✓) in the no column those behaviors which indicate a poorly adjusted child.

	No	Yes
1. Complains that he "never gets a square deal."		
2. Lives in the present rather than in the past.		
3. Enjoys doing things and is not afraid to show his enjoyment.		
4. Has some bad hours and some bad days, but his over all attitude is optimistic.		
5. May become angry when other children get gifts or compliments.		
6. Cooperates well in most group activities.		
7. May express jealousy at the success of others.		
8. May feel things are done especially to cause him trouble.		
9. Recognizes unfair treatment and stands up for his own rights.		
10. Defends an individual idea or belief, even if it conflicts with the ideas of those whose approval he wants.		
11. Accepts without question other people's evaluation of himself.		
12. Tries to get out of doing things because he feels that others can do them so much better.		
13. May enjoy causing embarressment or pain to others.		
14. Is not afraid to ask for help when he feels he needs it.		
15. Considers the wishes of other people without completely sacrificing his own.		

DO GOOD PARENTS PROVIDE A GOOD HOME FOR THEIR CHILDREN?

Essay Test

(Lois J. Holmgren)

Objective: Knowlege of qualities of parents for providing a good home.

Directions: From the following list of statements choose five that you think most important. Write an incident about a child in the home to illustrate each statement you choose.

1. He is loved and wanted -- and he knows it.
2. He is helped to grow up by not having too much or too little done for him.
3. He has some time and some space of his own.
4. He is part of the family, has fun with the family, and belongs to it.
5. His early mistakes and "badness" are understood as a normal part of growing up; he is corrected without being hurt, shamed, or confused.
6. His growing skills -- walking, talking, reading, making things -- are enjoyed and respected.
7. He plans with the family and is given real ways to help and feel needed throughout childhood.
8. He has freedom that fits his age and his needs; he has responsibilities that fit his age, abilities and freedom.
9. He can say what he feels and talk things out without being afraid or ashamed; he can learn through his mistakes as well as successes, and his parents appreciate his successes rathan than dwell on his failures.
10. As he grows older, he knows his parents are doing the best they can; they know the same about him.
11. He feels his parents care as much about him as they do about his brothers and sisters.
12. His family sticks together and the members help one another.
13. He is moderately and consistently disciplined from infancy, has limits set for his behavior, and is helped to take increasing responsibility for his actions.
14. He has something to believe in and work for because his parents have lived their ideals and religious faith.

F. HOUSING AND HOME DECORATING

Rating Scale

(Marilyn Moore)

Objective: Evaluation of a floor plan making judgments in terms of external criteria.

Suggestions for use: This rating scale was designed to use as a guide for evaluating various floor plans. The statements should serve as an objective means of arriving at a final score.

Directions: Score the house plan according to the descriptions in the three columns. If you feel that it falls between the columns, use 2 or 4 as your rating. Add your scores.

Name ______________________ Class __________ Date __________

1	2	3	4	5	Score Teacher	Score Pupil
Accessibility: Inconvenient access; must pass through intervening rooms.		Must pass through intervening rooms in only one place.		Convenient access to all rooms without passing through intervening rooms	____	____
Circulation: Traffic has bottlenecked effect throughout the house.		Traffic has bottlenecked effect between one section of the house.		Plan avoids bottlenecked traffic between all sections of the house.	____	____
Economy: Poor use of floor space. Excessive amount of waste and 'dead' space.		Good use of floor space except for one or two waste or 'dead' spaces.		Efficient use of floor space with a minimum of waste or 'dead' space.	____	____
Orientation: Does not take advantage of sun, breezes, or view.		Takes advantage of view, but not sun or breezes--or vice versa		Takes advantage of sun, breezes, view	____	____
Ventilation & Light: Too few windows in the wrong places to take advantage of breezes and light.		Adequate windows, but placed wrong to take advantage of breezes and light.		Ample windows, well-placed.	____	____
Doors: Swing in wrong direction; located inconveniently; inappropriate size and type		Appropriate size and type. Located inconveniently, and one or two swing incorrectly		Correct direction of swing; located in most accessible and convenient places; appropriate size and type for the house	____	____

1	2	3	4	5	
Hallways: Ineffective connecting links. Require excessive amount of		Effective connecting links, but require excessive amount of		Effective connecting links. Require minimum of space.	____ ____
Stairways: Inconvenient approach Require excessive amount of space..		Convenient approach but require excessive amount of space.		Convenient approach. Effective use of space.	____ ____
Storage space: Too little room. Inconveniently located. Poor use of space.		Adequate room, but inconveniently located. Poor use of space.		Ample room. Conveniently located. Economic use of space.	____ ____
				Total Score	____ ____

Instrument 5. Performance Test With Score Card
(Marilyn Moore)

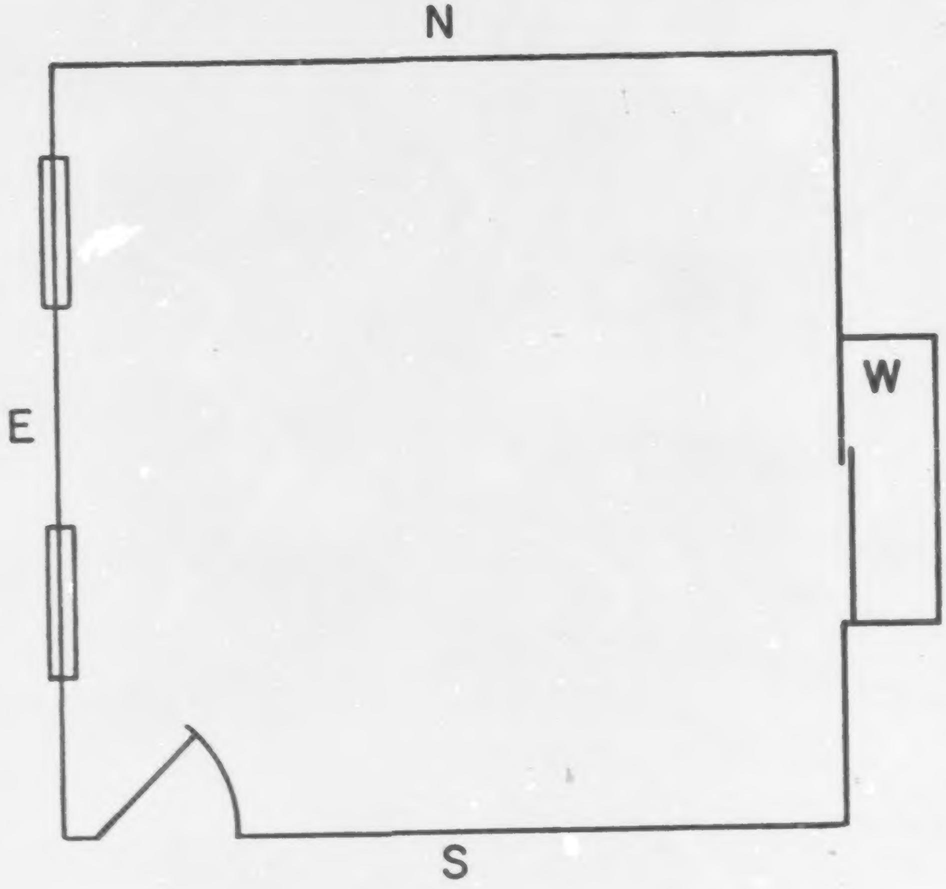
Objective: Application of knowledge of how to arrange furniture for the best use of space and natural lighting as well as for convenience for family members.

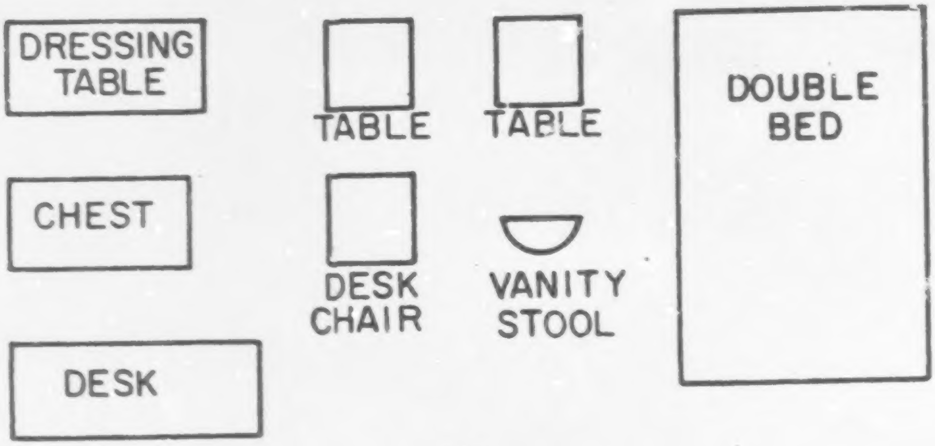
Suggestions for use: This test may be used as a pre-test or as a test at the end of a unit on furniture arrangement. Each student should be provided with scissors and glue. The score card is to be used by the teacher.

Directions: Cut out furniture pieces, and place them on the drawing of the room. When you have them arranged as you think they should be, glue them to the paper.

Score Card

		Standard Score	Actual Score
Placement of furniture pieces:			
General:	30		
1. All furniture is placed so accessibility to closet and door(s) is not hindered.		10	
2. Furniture is placed straight with the walls.		10	
3. Each piece of furniture fits the wall space provided.		10	
Dressing unit:	20		
4. Clothes chest and dressing table are near the closet.		10	
5. Dressing table is near natural lighting; not opposite where light would glare on the mirror.		10	
Study unit:	10		
6. Placed near windows for natural lighting.		10	
Bed:	20		
7. Away from the wall for easier bed-making.		10	
8. Not opposite windows where sunwould shine directly on the sleeper.		10	
Total Score	80		


N
W
E
S


DRESSING TABLE
TABLE
TABLE
DOUBLE BED
CHEST
DESK CHAIR
VANITY STOOL
DESK

CARE OF THE HOME OPINION POLL

(Jo Ann Burch)

Objective: Identifies opinions of students about the care of the home.

Directions: This is not a test because there are no wrong answers. The correct answer to each question is your true opinion. Answers that indicate exactly how you feel identify the opinions of students for us to use in our classwork. Do not write your name on your paper, but indicate your grade or class in the space provided. Answer each statement carefully by checking (✓) the choice which expresses your opinion. Strongly Disagree-DS; Disagree-D; Uncertain-U; Agree-A; Strongly Agree-SA.

Grade or Class ______________________

	SD	D	U	A	SA
1. A girl should be expected to keep her clothes and belongings picked up better than a boy.					
2. A house should be equipped with as many beautiful furnishings as the family can afford, even if a lot of care is required for them.					
3. Knowing how to care for a home will be important in the future to me.					
4. Cleaning the house should be the job of the whole family.					
5. Seeing to it that the house is clean and orderly is the least important job of a homemaker.					
6. People who insist on cleanliness and neatness all the time are slightly strange.					
7. The way a house has been cared for affects its value through the years.					
8. I wish I knew some ways to do my cleaning chores faster and easier.					

Suggestions for Use: The opinions of students can be tabulated and reported back to the class to aid in cooperative planning of a unit on care of the home.

RATING SCALE FOR SELECTING FURNITURE

Objective: Comprehension of qualities of furniture.

Directions: Rate each characterestic for selecting furniture. If the evaluation falls between the description labeled 1 and the description labeled 3, the rating should be recorded as 2. Place your rating in the column. Total your score.

1	2	3	4	5	RATING
FAMILY NEEDS					
1. Selected by impulse buying		Select according to activities of the family.		Select according to type of family, age, and number of family members.	
2. Selection based on design of furniture.		Selection based on appearance of room		Selection based on the needs of the individual.	
3. Select according to the fashion in furniture styles.		Select according to the size of the room.		Select according to physical and psychological needs.	
4. Select for color and design.		Select to be used in one room.		Select for its multi-usefulness qualities.	
ECONOMY					
5. Select all cheap furniture to save money.		Select expensive pieces to be used with cheap pieces.		Select furniture in similar price ranges.	
6. Selection on long term payment. Good		Selection too expensive for budget. Best quality furniture.		Selection of medium price range in keeping with one's budget.	
SUITABILITY					
7. Selection made without a plan.		Selection made by eye-appeal.		Selection that follows its function.	
8. Select furniture inappropriate in size scale.		Select furniture that is unlike in wood finishes.		Select furniture that is in proper scale to the size of the room.	
9. Select color without a planned scheme.		Select color that is popular on the market.		Select furniture that harmonizes with other colors in the room.	
10. Select several periods of furniture		Select all furniture in one period.		Select furniture pieces that can be combined with other pieces.	
11. Select furniture with deep crevices.		Select furniture with glossy finish.		Select furniture that requires little care	
12. Select upholstered pieces of too great a variety.		Select upholstered pieces all of the same texture.		Select upholstered pieces that harmonize with other textures.	
13. Select furniture in itself.		Select furniture for durability alone		Select furniture suitable for existing conditions	
				TOTAL SCORE	

Adapted from Evaluation Guide for Homemaking Education, Georgia State Department of Education, 1963.

UPHOLSTERY FABRIC PROBLEM TEST
(Judy A. Knauer)

Objective: Knowledge of upholstery fabrics.

Directions: Attached are two samples of upholstery fabrics. Give brief answers to the following questions based on these fabrics and weaves in general.

Attach fabric sample here	Attach fabric sample here
SAMPLE A	SAMPLE B

_______________ 1. Which of the samples is the more luxurious?

_______________ 2. In general, is a tight, closely woven fabric more or less durable than a loosely woven fabric?

_______________ 3. What type of weave is used in Sample A?

_______________ 4. What type of weave is used in Sample B?

_______________ 5. Which sample would probably be more durable?

_______________ 6. Which of the samples would you expect to be more expensive?

_______________ 7. What characteristic of the satin weave makes it less durable than most other weaves?

_______________ 8. Which of the above samples would be easier to keep clean?

_______________ 9. Name a fabric finish which might alter a characteristic with which a weave is usually associated, such as resistance to soil.

_______________10. Which sample would be more practical for a family with children.

TEST ON JOINTS USED IN FURNITURE CONSTRUCTION

Objective: Knowledge of furniture construction terms.

Directions: Study the diagrams of joints on the right. Place the corresponding letter of the correct diagram in the space at the left of its name.

NAME OF JOINTS

______ 1. Dovetail

______ 2. Doweled

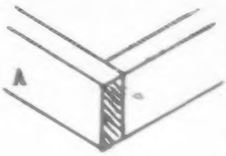
______ 3. Butt

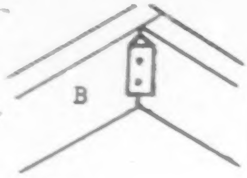
______ 4. Rebated

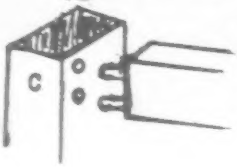
______ 5. Mortise and Tenon

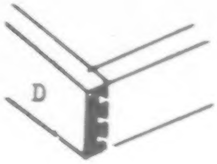
______ 6. Tongue and Groove

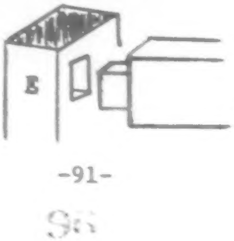
DIAGRAMS OF JOINTS

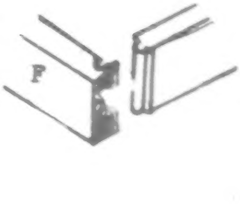


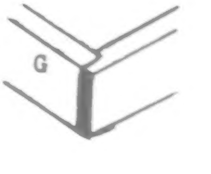












CROSSWORD PUZZLE ON SELECTION AND PURCHASING OF HOME FURNISHINGS

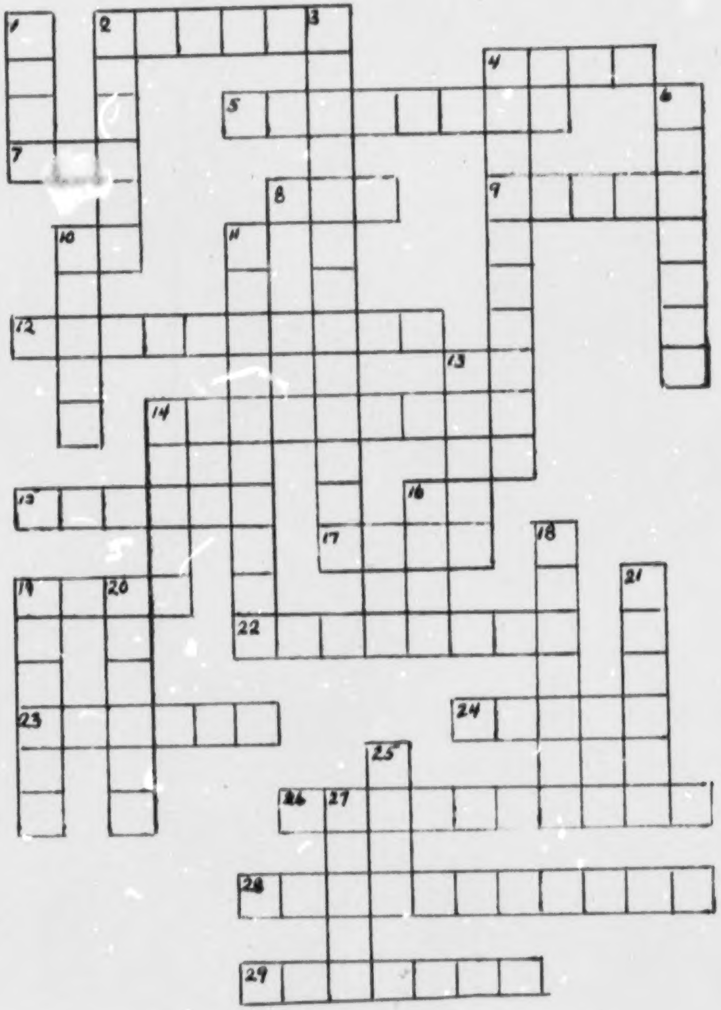
(Judy A. Knauer)

Objective: Knowledge of terms used in the selection and purchasing of home furnishings.

Directions: Follow the clues given below and you will be able to complete this puzzle. The missing words are related to our study of the selection and purchasing of home furnishings. Good luck?

ACROSS
2. Buy now, pay later
4. Spiral springs
5. From leaf bearing trees
7. Damage
8. Stain
9. Leather-like
12. Fabric covering
14. Topic of puzzle
15. Sofas and davenports
17. Twelve o'clock
19. Furniture made of wood
22. Interlocking joint
23. Rubbed wood finish
24. Related pieces of furniture
26. Stain repellant finish
28. Styles from past years
29. Various styles of furniture

DOWN
1. Common cushioning material
2. Reddish toned wood
3. Style made by colonial settlers (two words)
4. Flat, arched springs
6. Materials for stuffing furniture
10. Light colored wood
11. Artifically antiqued or aged
13. Natural wood texture
14. Hardwood skeleton of furniture
16. Major concern in buying
18. Cording
19. Floor covering
20. Love seat
21. Hardwood sliced thin and laminated
25. Used in construction of furniture
27. A seat for one

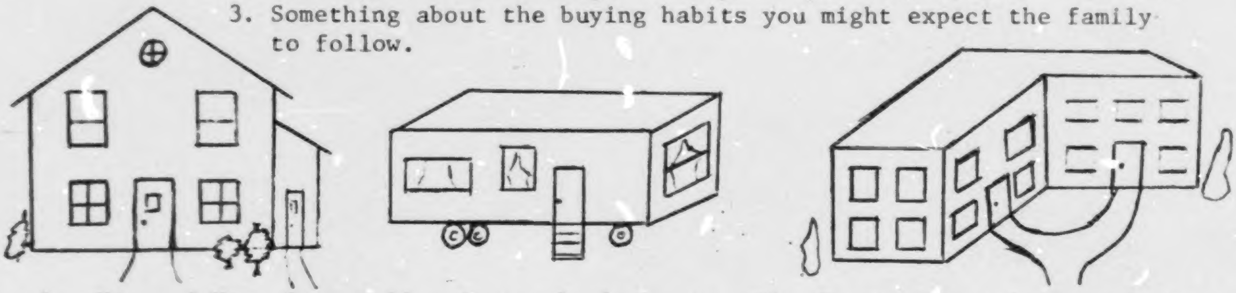


STYLE OF HOME ESSAY TEST
(Judy A. Knauer)

Objective: Comprehension of factors to consider in selecting the style of home.

Directions: Below are three styles of homes and brief descriptions of the families who occupy them. From the information given, tell:

1. In what kind of activities would you expect the family to participate?
2. What type of furnishings would you expect the families to have?
3. Something about the buying habits you might expect the family to follow.



A. Mr. and Mrs. Bowman live in a suburban area. Mr. Bowman is a civil engineer employed by the city. Mrs. Bowman works part time as a bank teller. They have three children, ages 3, 6, and 8. They are buying their home.

B. Mr. and Mrs. Carroll are both students at the University. They are renting a mobile home. Mr. Carroll works part time at a service station. Mrs. Carroll works several hours a week at the library. They have no children.

C. Mr. and Mrs. Brown just set up housekeeping in their apartment home. Laura works as a clerk at a downtown department store. Tim has just been released from service and is working at the telephone company. They have no children.

G. Health of the Family and Home Care of the Sick

Instrument 1. Performance Test

Objective: Application of various nursing procedures necessary for the sick at home.

Situations for use: These performance tests might be used near the end of the unit as a means of self evaluation, class evaluation, or teacher evaluation. Slips of paper would be prepared in advance on which assignments of nursing procedures would be listed. These might include such things as:

a. Bathing the patient in bed.
b. Assisting the patient to sit up in bed.
c. Providing a back rest with pillows or other improvised equipment.
d. Filling a hot water bottle and placing it on the abdomen of the patient.
e. Taking the temperature of the patient.
f. Arranging an attractive tray for an invalid.
g. Selecting and arranging the contents for a medicine cabinet.
h. Making the bed with the patient in it.

The teacher would have all necessary supplies ready and each pupil or small groups of pupils would 'draw' the assignment, assemble the equipment and supplies and present the demonstration with explanations of the procedures. The teacher and other class members would observe the demonstrations and evaluate the performance using an instrument such as the following:

Subject of demonstration ____________________
Pupil(s) giving demonstration ____________________
Date ____________________

Did they:	Yes	No	Evidences
1. Assemble all necessary supplies and equipment before starting?			
2. Use good posture at all times?			
3. Work in an efficient manner avoiding unnecessary steps and excess motions?			
4. Follow the method set up in class for this procedure?			
5. Show consideration for the patient at all times?			
6. Observe safety precautions?			

Constant Alternatives
(Mary Lou Buck)

LET'S SEE WHAT YOU KNOW ABOUT FIRST AID

Name ______________________ Class _____ My Score _______
Date ___________________________Possible Score __________

Directions: This part consists of true and false statements. If the statement is correct, place a + in the blank at the left; if the statement is false place a 0 in the blank. Explain why you marked the statement as you did. The first one is done correctly.

_+_ 1a. Milk is given in case of poisoning to cause vomiting.
Reason:
Milk coats the lining of the stomach to prevent damage to the tissue.

____ 1-2 Only a small percent of all accidents occur in the home.
Reason:

____ 3-4 A tourniquet should be used as a last choice in case of severe bleeding.
Reason:

____ 7-8 Headaches, pale face, and high temperature, are symptoms of a sunstroke.
Reason:

____ 9-10 Burns are classified according to the depth which the body tissue is injured.
Reason:

____ 11-12 There is greater danger of infection from a puncture wound than from other types of wounds.
Reason:

Instrument 5. Creative Problem - Improvements
(Muriel Sutherland)

A ten year old boy is recuperating from a broken shoulder and must stay in bed for two weeks. List all of the possibilities you can think of for making this boy's room more comfortable for the boy and his family during this time.

CHECKLIST FOR RECOGNIZING SYMPTOMS OF ILLNESS
(Janet Roush)

Objective: Recognizes symptoms of illness.

Directions: Below is a list of symptoms or signs of illness. If the patient possesses the symptom check (√) in the "yes" column; if the patient does not possess the symptom check (√) the "no" column. For each symptom checked "yes", describe the condition in the space provided at the right.

Yes	No	SYMPTOM	DESCRIPTION
___	___	1. General Appearance - poor posture, unusual movements, slurred speech, incoherent sentences	___________ ___________
___	___	2. Face - unusual facial expression, flushed or pale color	___________ ___________
___	___	3. Skin - changes in color, texture, dryness, moisture, reddened areas, rash, sores, itching, swelling, cold-to-touch, hot-to-touch	___________
___	___	4. Eyes - dull, bright, discharging, puffy, red, sensitive	___________
___	___	5. Nose - Discharging, stopped up, sneezing, bleeding	___________
___	___	6. Throat and Mouth - red, swollen, spotted, sore, bleeding, coughing, hoarseness	___________
___	___	7. General Behavior - fatigue, irritability, upset, sleepiness, listlessness, crying	___________
___	___	8. Digestion - no appetite, nausea, vomiting	___________
___	___	9. Elimination - constipation or diarrhea, dark or blood-tinged stools, continued dark or blood-tinged urine, malodorous urine, frequency of urination, profuse sweating - especially at night	___________
___	___	10. Temperature - above normal (when other signs or symptoms are present - 99.6 degrees by mouth indicates a fever); chills	___________
___	___	11. Pain - note location, severity, time of onset	___________
___	___	12. Pulse and Respiration - changes in rhythm, rate, volume	___________
___	___	13. Other symptoms - describe symptoms such as dizziness, headache	___________

H. INTERPERSONAL RELATIONS

ME, MYSELF, AND I
Inventory About Self
(Nelda Sollenberger)

Objective: Analyzes desirable and less desirable qualities about oneself.

Directions: Two incomplete sentences are given below with the opportunity to complete each statement in a number of different ways. Finish the statements as if you were writing to yourself, not to someone else. Do not worry about logic or importance, but write whatever comes to your mind. Move along rather quickly, jotting down the first ideas that come to your mind.

I like myself because I am

1. ____________________
2. ____________________
3. ____________________
4. ____________________

I dislike myself because I am

1. ____________________
2. ____________________
3. ____________________
4. ____________________

Note to Teacher: Prepare a sheet with 20 blanks. Place a time limit so that students will be forced to think quickly and jot down those items that come to mind at first. Students could be asked to pick out those items that cannot be changed and those that could be changed. They could suggest ways of doing something about those items that they dislike that could be changed.

CHECKLIST ON FEELINGS

(Deborah G. Nixon)

Objective: Identifies own feelings

Directions: Read the following questions. Place a check (√) in the appropriate column. If the answer is maybe place a question mark (?) in the Yes column.

	No	Yes
1. Do you get your feelings hurt at the slightest excuse?		
2. Do you cry over trifles?		
3. Do you try to be optimistic and happy?		
4. Are you very shy and retiring?		
5. Are you aggressive, constantly seeking attention?		
6. Are you the "bossy" type?		
7. Are you the arguing type?		
8. Do you brag about your achievements and your possessions?		
9. Do you compliment others on their successes?		
10. Can you be a good loser?		
11. Is your sense of humor good enough to take a joke on yourself?		
12. Are you a show-off?		
13. Do you control your temper?		
14. Do you sympathize with other's problems?		
15. Are you tolerant of other races and religions?		
16. Do you accept older people's judgments, realizing that experience is greater than yours?		
17. Do you refrain from making alibis for yourself?		
18. Are you reliable when you make promises?		
19. Are you generous to other people with your possessions, your time, and in your thoughts?		
20. Are you honest in words and deeds?		
21. Do you respect the property of others?		

VALUES, GOALS, AND STANDARDS
Forced Choice Value Test

Objective: Awareness of one's values.

Directions: Circle the number opposite the one statement in each pair which most appeals to you. You MUST choose one number in each pair.

GRADUATION
HISTORY
HOME ECONOMIC

1--to be reasonably sure about the future for myself and my family.
12--to do things well.

3--to have people think well of me.
5--to have as much freedom as possible to to do things I want to do.

11--to have as many good things as possible.
12--to do things well.

6--to do new and different things often
11--to have as many good things as possible.

7--to have friends.
10--to have things neat, orderly, and organized.

6--to do new and different things often.
8--to create an atmosphere that makes for satisfying family living.

3--to have people think well of me.
9--to do what is right according to my beliefs.

8--to create an atmosphere that makes for satisfying family living.
10--to have things neat,orderly and organized.

4--to do things for my family and others.
11--to have as many good things as possible

10--to have things neat, orderly and organized.
12--to do things well.

2--to have influence with people.
11--to have as many good things as possible.

4--to do things for my family and others
10--to have things neat, orderly and organized.

2--to have influence with people
12--to do things well.

4--to do things for my family and others.
12--to do things well.

4--to do things for my family and others.
7--to have friends.

5--to have as much freedom as possible to do things I want to do.
8--to create an atmosphere that makes for satisfying family living.

2--to have influence with people
3--to have people think well of me.

7--to have friends.
8--to create an atmosphere that makes for satisfying family living.

5--to have as much freedom as possible to do things I want to do.
12--to do things well.

3--to have people think well of me.
11--to have as many good things as possible.

6--to do new and different things often.
12--to do things well.

9--to do what is right according to my beliefs.
12--to do things well.

1--to be reasonably sure about the future for myself and my family.
10--to have things neat, orderly, and organized.

3--to have people think well of me.
8--to create an atmosphere that makes for satisfying family living.

5--to have as much freedom as possible to do things I want to do.
6--to do new and different things often.

6--to do new and different things often
10--to have things neat, orderly and organized.

1--to be reasonably sure about the future for myself and my family.
5--to have as much freedom as possible to do things I want to do.

3--to have people think well of me.
6--to do new and different things often.

5--to have as much freedom as possible to do things I want to do.
7--to have friends.

10--to have things neat, orderly and organized.
11--to have as many good things as possible.

2--to have influence with people
4--to do things for my family and others

8--to create an atmosphere that makes for satisfying family living.
9--to do what is right according to my beliefs.

8--to create an atmosphere that makes for satisfying family living.
12--to do things well.

4--to do things for my family and others.
5--to have as much freedom as possible to do things I want to do.

9--to do what is right according to my
11--to have as many good things as possible.

1--to be reasonably sure about the future for myself and my family
2--to have influence with people.

9--to do what is right according to my beliefs.
10--to have things neat, orderly, and organized.

6--to do new and different things often.
7--to have friends.

4--to do things for my family and others.
6--to do new and different things often.

2--to have influence with people
5--to have as much freedom as possible to do things I want to do.

4--to do things for my family and others.
8--to create an atmosphere that makes for satisfying family living.

2--to have influence with people.
9--to do what is right according to my beliefs.

1--to be reasonably sure about the future for myself and my family.
8--to create an atmosphere that makes for satisfying family living.

5--to have as much freedom as possible to do things I want to do.
10--to have things neat, orderly, and organized.

7--to have friends.
9--to do what is right according to my beliefs.

1--to be reasonably sure about the future
11--to have as many good things as possible.

3--to have people think well of me.
10--to have things neat, orderly, and organized.

2--to have influence with people.
8--to create an atmosphere that makes for satisfying family living.

3--to have people think well of me.
4--to do things for my family and others.

2--to have influence with people
6--to do new and different things often.

2--to have influence with people
10--to have things neat, orderly, and organized.

6--to do new and different things often
9--to do what is right according to my beliefs.

1--to be reasonably sure about the future for myself and my family.
6--to do new and different things often.

3--to have people think well of me.
7--to have friends.

7--to have friends.
11--to have as many good things as possible.

2--to have influence with people.
7--to have friends.

4--to do things for my family and others
9--to do what is right according to my beliefs.

5--to have as much freedom as possible to do things I want to do.
11--to have as many good things as possible.

1--to be reasonably sure about the future for myself and my family.
4--to do things for my family and others.

1--to be reasonably sure about the future for myself and my family.
7--to have friends.

3--to have people think well of me
12--to do things well.

1--to be reasonably sure about the future for myself and my family.
3--to have people think well of me.

5--to have as much freedom as possible to do things I want to do.
9--to do what is right according to my beliefs.

1--to be reasonably sure about the future for myself and my family.
9--to do what is right according to my beliefs.

7--to have friends.
12--to do things well.

DIRECTIONS FOR SCORING THE FORCED CHOICE VALUES TEST

1. Count the number of times you circled number 1 on the Values Test and insert the number counted in the blank to the left of the statement number 1 below. Do this for each of the items through number 12.

2. Rank the items in the column to the right by assigning number one to the item that you circled the most times, number two the item circled the second highest number of times, et cetera. In case of a tie give the items all the same rank, but allow a full number count for each item. For example, if there is a tie on number [illegible], assign two number threes, which take up the three and four spots, making five the next rank.

3. When you have completed ranking, you may look at the key to the left of the ranking and determine the highest to lowest values. Example: If #10 is ranked 1, that means your highest value is "orderliness.'

   Be sure to check with your teacher if you have any questions on scoring or ranking.

No. of times circled	Key	Statement	Rank
	Security	1. To be reasonably sure about the future for myself and my family.	
	Influence	2. To have influence with people	
	Recognition	3. To have people think well of me	
	Helpfulness	4. To do things for my family and others	
	Freedom	5. To have as much freedom as possible to do things I want to do.	
	New Experience	6. To do new and different things often	
	Friendliness	7. To have friends	
	Family Life	8. To create an atmosphere that makes for satisfying family living	
	Religion	9. To do what is right according to my beliefs.	
	Orderliness	10. To have things neat, orderly, and organized.	
	Wealth	11. To have as many good things as possible	
	Workmanship	12. To do things well	

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PRETEST FOR PERSONAL GROOMING

Objective: Knowledge of personal appearance and grooming habits

A QUESTION OF Charm

How many of the grooming basics and keys to charm have you mastered? Test yourself by checking the answer that most closely describes you.

I. FIRST IMPRESSIONS OF YOU

1. My over-all appearance is:
___ a. as good as possible on ordinary days as well as special occasions
___ b. usually good, but I could not face a camera every school day.
___ c. generally in need of improvement but I'm not sure how to begin.

2. My hair is:
___ a. styled to enhance my features and figure.
___ b. sometimes quite flattering, but I have trouble styling it neatly every day.
___ c. not really an asset because I haven't done much with it.

3. My weight is:
___ a. about right for my height and frame
___ b. several pounds off the prescribed norm for my height and frame
___ c. difficult for me to control because my eating habits cannot be changed easily.

4. My posture is:
___ a. erect and relaxed from constant practice.
___ b. not too picturesque at times since I'm afflicted with "study hall slump" and a less-than-perfect walk.
___ c. not likely to win any awards, but I don't know what I do wrong.

5. My nails are:
___ a. manicured regularly and of proper length.
___ b. manicured for special occasions only
___ c. mistreated by biting or other bad habits.

II. GROOMING HABITS

6. My skin care routine is:
___ a. based on good diet, enough sleep, and regular care of my skin.
___ b. off-and-on (sometimes I forget to remove make-up at night).
___ c. just once-a-day washing with soap and water.

7. I take a shower or bath, use a deodorant, and wear fresh underwear:
___ a. every day.
___ b. almost every day but sometimes I run out of time.
___ c. whenever I think of it, but not daily.

8. My teeth are brushed:
___ a. at least twice a day and checked periodically by a dentist
___ b. always in the morning but rarely at other times.
___ c. whenever I have time.

9. My sleeping habits are:
___ a. regular on week nights since I realize how sleep affects one's looks and performance daily.
___ b. not always the same since I stay up late on week nights sometimes
___ c. fewer than eight hours' sleep nearly every night.

10. I buy grooming products on the basis of:
___ a. my own needs and budget and investigation of the products.
___ b. impulse sometimes, or great faith in an overnight miracle - but usually I'm wise about shopping
___ c. whatever mood I'm in.

Scoring: Total the A's, B's, and C's. If mostly C's, study carefully; if B's, you're in the majority; if A's, keep up the good work.

Adapted from Co-Ed, September 1965.

WHAT IS YOUR PERSONALITY RATING?
Rating Scale
(Donna Miller)

Objective: Identifies own personality traits

You are constantly making impressions upon people, and these impressions help people to form an opinion of you. They may say that your personality is interesting or dull, charming or unpleasant, stimulating or depressing, aggressive or retiring. Your appearance, behavior, conversation and interests influence your personality.

Check your personality traits in the chart below. Score them according to the key given. Write your scores in pencil now, and at the end of the course check yourself again, using a red pencil. If your score is above 240, you have a personality that naturally attracts people to you. If your score is above 180, you have a pleasing personality. If your score is under 120, you should strive for a better rating.

POOR - 0 FAIR - 1 GOOD - 3 EXCELLENT - 5

BEHAVIOR AND PERSONALITY

		Beginning of Course	End of Course
1.	Have you a cheerful disposition?		
2.	Do you enjoy being with people?		
3.	Do you remember to extend little courtesies?		
4.	Are you tactful in your dealings with people?		
5.	Do you avoid affections?		
6.	Do you show appreciation for courtesies extended to you?		
7.	Can you sumpathize with the problems of others?		
8.	Can people depend on you?		
9.	Can you take criticism good-naturedly?		
10.	Have you sufficient confidence in yourself?		
11.	Do you complete tasks you undertake?		
12.	Have you a wholesome attitude toward school, church, and home?		
13.	Can you work cooperatively?		
14.	Do you show enthusiam about the things you do?		
15.	Do you show initiative and leadership?		
16.	Do you exercise self-control?		
17.	Do you adapt yourself easily to new situations?		
18.	Are you sincere?		
19.	Do you possess a sense of pride?		
20.	Are you honest with yourself and others?		
21.	Are you unselfish in your wants?		
22.	Have you a sense of humor?		
23.	Can you keep a secret?		
24.	Do you avoid annoying habits, such as biting your nails, scratching your ear, fingering your hair?		

		Beginning of Course	End of Course

CONVERSATION AND PERSONALITY

1.	Is your voice pleasing?	______	______
2.	Do you use good English?	______	______
3.	Have you a good command of words?	______	______
4.	Can you lead an interesting conversation?	______	______
5.	Can you bring out other people in a conversation?	______	______
6.	Can you converse without using 'I' too often?	______	______
7.	Are you a good listener?	______	______
8.	Are you open-minded in a discussion?	______	______
9.	Do you refrain from gossip?	______	______
10.	Do you take the opportunity to pay a deserved compliment or pass on a good word about someone?	______	______
11.	Do you avoid affections and gesticulations when you talk?	______	______
12.	Do you avoid talking with food in your mouth?	______	______

INTERESTS AND PERSONALITY

1.	Are you neat and methodical about your work?	______	______
2.	Have you some hobbies, such as making collections, taking pictures, keeping scrapbooks?	______	______
3.	Have you a favorite sport in which you participate, such as tennis?	______	______
4.	Do you enjoy worth-while reading?	______	______
5.	Do you listen to worth-while radio programs?	______	______
6.	Do you enjoy card games?	______	______
7.	Do you enjoy watching games?	______	______
8.	Do you like to dance?	______	______
9.	Have you some special accomplishment, such as playing the piano?	______	______
10.	Do you enjoy outdoor activities?	______	______
11.	Do you enjoy doing things for others?	______	______

WHAT IS YOUR PERSONALITY RATING?

Complete the following sentences, basing your statements on the above ratings.

I can improve my voice and mannerisms of speech by

I can make myself more interesting to others by

I can get more out of life by expanding my interests in such things as

CHECKLIST FOR IDENTIFYING ORIGIN OF CHARACTERISTICS

(Anne Leonard)

Objective: Knowledge of origin of inherited characteristics.

Directions: Many of our characteristics are similar to those of other family members. Where did you get yours? Check as many as you can.

CHARACTERISTIC	FATHER	MOTHER	FATHER'S FATHER	FATHER'S MOTHER	MOTHER'S FATHER	MOTHER'S MOTHER	AUNTS UNCLES
Hair color							
Curly or straight hair							
Color of eyes							
Shape of nose							
Shape of mouth							
Body build							
Height							
Voice							
Temperment							
Abilities							

ESSAY TEST ON EFFECT OF HEREDITY AND ENVIRONMENT

(Pat Derival)

Objective: Comprehension of the effect of heredity and environment

1 - 50. Heredity and environment both affect the development of individuals. What are the relationships between a good hereditary and environmental background and the development of children? Explain each.

Sample Scoring Procedure

		Points
A.	Question (44 points)	
	1. 2 hereditary relationships identified at 5 points each	10
	2. 2 explanations of each hereditary relationship at 3 points each	12
	3. 2 environmental relationships identified at 5 points each	10
	4. 2 explanations of each environmental relationship at 3 each	12
		44
B.	Organization (6)	
	1. Opening	1
	2. Body	1
	3. Readability	2
	4. Grammar, punctuation, neatness	2
		6

EMOTIONAL MATURITY CHECKLIST
(Cynthia Franklin)

Objective: Knowledge of characteristics of emotional maturity

Directions: These questions are designed to raise points about emotional maturity and immaturity. Check (✓) either the Yes or the No column depending on your feelings about each question. There are no right or wrong answers.

	NO	YES
1. Even though you want something very much, can you still weigh various courses of action objectively?		
2. Can you feel satisfied to make important decisions without having them approved by some person important to you?		
3. Are you willing to put controls on yourself to avoid advantage-taking rather than requiring the other person to draw the line, e.g., satisfying sexual desires, sharing the work, spending the money?		
4. Have you developed a consistent philosophy of human values which you use in making right-wrong decisions?		
5. Do you judge a person on his qualities of character rather than by some predetermined quality, e.g., skin color, height, place of residence?		
6. Are you able to talk without embarrassment of being disturbed about emotionally charged subjects, e.g., deaths, sex, racial membership, religion?		
7. Are you usually able and willing to say whether you are or are not capable and well-qualified to do something you are asked to do?		
8. If you believe in a principle are you willing to say this even though you may meet disagreement or disapproval?		
9. Are you able to say what your values are and which are more important to you than others?		
10. Do you sometimes find yourself using sarcasm, anger, or hurt feelings to get your way or to punish others?		
11. Is it hard to accept a situation in which you have been in error without trying to excuse or justify yourself?		
12. Are you quite self-conscious when you are thrown with people who are older or younger than yourself?		
13. Are you uneasy or unsure of what to say or do when meeting an uncommon situation, e.g., a crippled person, a person who is bereaved?		
14. Do you find that sometimes you can hardly account for the amount of anger or despair you feel?		

Teachers note: This checklist should be followed by a discussion of the items -- deciding which characteristics are signs of maturity.

JUST HOW ADULT ARE YOU?
Rating Scale

Objective: Knowledge of characteristics of emotional maturity.

Directions: After each of the following statements you will find columns representing 5 scoring columns; 0, 1, 2, 3, 4. Check (✓) the column that represents your answer to each statement on this basis:

0 - "not at all", "never"
1 - "somewhat", "sometimes", "a little"
2 - "an average amount", "about as often as not"
3 - "usually", "a good deal", "frequently"
4 - "entirely", "practically always"

		0	1	2	3	4
1.	You are genuinely grateful to anyone who points out a mistake you have made					
2.	You keep your temper under control					
3.	You have "sales resistance" and cannot be persuaded into action by emotional appeals, but only by your judgment					
4.	Your decisions are clear-cut; if you stick to a job you do so without regret; if you give up a plan you do so entirely without brooding over it or resentfully hanging onto it					
5.	You deal with the other sex on a basis of complete equality					
6.	You accept the consequences of your actions fully, not attempting to evade responsibility or to make excuses					
7.	You are not upset or distracted when obliged to face a new situation or reorganize an old one to which you have become accustomed					
8.	When facing a problem, your first thought is to solve it for yourself instead of turning to someone else to help you					
9.	You make your plans, not for immediate personal satisfaction, but for the greatest possible long-time satisfaction of all concerned					
10.	When you suffer an injustice, you do not cherish a desire to "get even"					

Scoring: Total the scores in each column and add these together. If you score 40 you are perfect (perhaps a perfect liar!) Probably few persons can justly claim a score of more than 30. If you are very low on any point, take that as a cue to improve your behavior on that point.

YOUR ATTITUDE TOWARD SEX
Maturity Checklist
(Cynthia Franklin)

Objective: Awareness of own attitude toward sex

Directions: Read each of the questions below and respond by placing a check (✓) in either the Yes or No column depending on how you feel about the question. There are no right or wrong answers.

	NO	YES
1. Do you see a clear distinction between "funny" sex jokes and "sexy" jokes?		
2. Do you feel embarrassed about and somewhat ashamed of your own sexual impulses?		
3. Would you be able to talk freely about your own sexual behavior with a counselor?		
4. Do you feel embarrassed over the normal or common childhood sexual experimentation in which you may have engaged?		
5. Are your sexual standards based upon a set of principles which are clearly rooted in human values?		
6. Was, or would the initiation of marital sexual relations for you be embarrassing, offensive, or surrounded with fear?		
7. Do you feel factually well-informed about normal childhood experimentation, the significance of masturbation, prostitution, and similar matters?		
8. Do you have strong feelings of disgust or revulsion when you hear of homosexuality or some uncommon sexual practices?		
9. Do you accept the idea that the two sexes are equally responsible for setting sex standards?		
10. Do you find yourself fascinated by or preoccupied with an interest in techniques for sexual intercourse, genital size, or some other manifestations?		
11. If there was a good purpose could you talk freely and objectively about sex in a mixed group?		
12. Do you feel, even though objective and for the purpose of understanding, that extended discussions of sex had better be avoided because of what they may lead to?		
13. Do you feel that people in general (society) have a right to be concerned about the sex standards of individuals?		
14. Would it embarrass you to go into a library or a bookstore and ask to see a book on sex?		
15. Would you feel at ease in answering any questions about sex your own child might ask?		
16. Will aspects of your own sexual behavior be likely to embarrass or bother you when you try to give sex education to your own children?		
17. Can and should marital intercourse sometimes be simply for fun or enjoyment?		
18. Should contraceptive information be carefully restricted to married?		

Teacher's Note: Yes answers to odd-numbered questions and No on even-numbered questions are expected to be in the direction of maturity.

DECISION MAKING PROBLEM TEST
(Lela Hewlett)

Name ________________________

Score ________________________

Objective: Knowledge of the five steps of the decision making process

Directions: Listed below are the five steps of the decision making process, but they are not in the correct order. Put them in order placing the number which corresponds to the first step, second, et cetera.

DECISION MAKING STEPS

___ selects one alternative

___ seek alternative solutions

___ define the problem

___ accept responsibility for decision

___ think through alternatives

Directions: Below is a situation where Mary is using the decision making process, but her steps are out of order. Please number them 1 to 5 in the order they should be.

___ Mary eats a sandwich made of leftovers and a glass of milk at home.

___ Mary, who is single and lives in an apartment, has only one and one-half hours to eat, shower, and dress for an important date. It takes her an hour to shower and dress. Should she eat at home or go out?

___ Her date comes on time and she is almost ready. While he waits he says "Let's go out for steaks before the show."

___ Mary only has 45¢ in her purse which would limit her to one taco or a hamburger and a coke. But at home she only has milk, bread, and leftovers.

___ Mary could fix a quick sandwich at home. She could walk down the block and have a hamburger or tacos. She could ask her date to take her out to dinner.

I. OCCUPATIONAL HOME ECONOMICS

CHILD CARE AIDE SKILLS
Checklist
(Paulette Roth)

Objective: Identifies the necessary skills of a child care aide.

Directions: A child care aide needs to acquire many skills in order to be efficient on the job. Taking into consideration your knowledge and opinions about child care aides, place a check (✓) beside the following skills that are necessary for a child care aide. If a skill listed is not needed by a child care aide, leave the space blank.

1. Ability to greet guests ___
2. Ability to get along with people ___
3. Ability to make introductions ___
4. Ability to involve and supervise children in play, snack, meal, and bathroom, and rest time activities ___
5. Ability to follow direction given to him by the teacher ___
6. Ability to select appropriate supplies, needed for various activities ___
7. Ability to choose cleaning agents necessary to clean the supplies and work areas ___
8. Ability to serve snacks and meals ___
9. Ability to set a table correctly ___
10. Ability to discipline children ___
11. Ability to stick to a time schedule ___
12. Ability to administer minor first aid ___
13. Ability to operate tape recorders ___
14. Ability to recite finger plays ___
15. Ability to select stories and poems appropriate for preschoolers ___
16. Ability to sing ___
17. Ability to read ___

CHILD CARE AIDE RATING SCALE

(Paulette Roth)

Objective: Comprehension of the desired qualities of a child care aide.

Directions: The following rating scale is to be used during a participation period by a teacher. Rate the student for the items listed according to the following scale: 1 - Not Acceptable, 2 - Poor, 3 - Acceptable, 4 - Good, 5 - Superior. If there is no evidence observed for a particular time, place a "N" in the rating box on the right. Place your ratings in the solumn on the far right.

Key	Not Acceptable 1 Poor 2	Acceptable 3 Good 4	Very Good 5	Rating
Appearance	Slovenly	Satisfactory grooming	Exceptionally well-groomed	
	Unpleasant	Pleasant	Sparkles Smiles	
	Soiled and wrinkled clothing	Clothing meets minimum requirements of job	Clothing is attractive, clean and well pressed	
Relationships	Resists criticism and direction from teacher	Accepts supervision follows directions	Invites criticism quickly, understands directions	
	Seems unconcerned for safety of pre-schoolers	Seems to recognize need for safety procedures. Knows steps to take in case of emergency.	Seems actively concerned for safety of pre-schoolers. Alert to hazards; corrects them if possible. Can take responsibility in case of emergency.	
	Inappropriate language and vocabulary is used. Communication is not at level so pre-schoolers can understand.	Language and vocabulary is appropriate.	Language and vocabulary is always appropriate. Speech is on a level that pre-schoolers can understand.	
	Seems to be disliked by the majority of the pre-schoolers.	Generally accepted by the pre-schoolers.	Has very good rapport with most of the pre-schoolers.	

	1 2	4	5	Rating
Dependability	Tardy or slow to begin work	Punctual; rarely absent	Always ready for work on time; excellent attendance	
Adaptability and Initiative	Tends to hold back afraid to make mistakes; waits for supervision	Can work without supervision	Shows initiative; goes ahead without supervision, after has learned what is expected	
	Cannot and will not accept additional	Will accept and carry additional responsibility	Quickly accepts and carries out additional responsibility	
	Makes some mistakes over again, does not attempt to correct mistakes made	Quality of work meets minimum requirements of the job. Attempts to correct mistakes so they will not be repeated	Work shows errors, high quality. Makes conscious and constant effort to improve performance	
Suitability for the job	Another job would be more suitable for this worker or this worker needs more training	Worker is qualified for this position	Worker shows exceptional ability and interest for this job; deserves promotion	

Adapted from Home Economics Department, Purdue University, Project Tests on Employability

RATING SCALE OF WORK HABITS

Objective: To identify areas of training needed, to aid in selecting vocational goals, or to measure progress of individuals.

Directions: The following rating scale is to be used by the instructor of the occupational class. Rate the student according to the following scale: 1- Barely acceptable, 3-Acceptable, 5- Highly acceptable. Use ratings of 2 or 4 if characteristics of the two columns involved are observed. If there is no evidence observed for a particular item, place a "N" in the rating box on the right. Place your ratings in the column on the far right.

Work Habits	Barely Acceptable 1	2	Acceptable 3	4	Highly Acceptable 5	Rating
Learning and Comprehension						
Response to Instruction	Needs a great deal of instruction and then follows through		Requires some repitition of instruction and then follows through		Follows through on initial instruction	___
Concentration	Gives attention to job approximately 1/2 of time		Gives attention to job approximately 3/4 of time		Gives attention to job at hand	___
Adjustment to each step or task	Adjusts with difficulty		Adjusts well but with some hesitation		Adjusts well and	___
Personal Reaction to Task						
Frustration Tolerance	Returns to task with great difficulty when distracted		Sticks to task with difficulty when faced with setbacks or obstacles		Generally sticks to task in face of obstacles or setbacks	___
Consistency	Generally more erratic than not		Shows moderately steady work behavior		Shows steady work behavior	___
Attitude toward Work						
Motivation to work	Constantly pushed to perform and usually performs		Sometimes shows indifference to task but performs		Eager to produce or excel	___
Reaction to Job Pressure	Needs strong continual pressure		Works under constant but moderate pressure		Works under very little pressure	___

	1	2	3	4	5	
Interest in Task	Displays little concern for task		Task holds his attention		Becomes engrossed in task	____
Punctuality	Sometimes returns late from breaks, lunch		Generally arrives on time		Is very punctual in arriving on time	____
Adaptation to Work Environment	Has difficulty adjusting even after becoming familiar with requirements		Adjusts satisfactorily once familiar with requirements		Adjusts quickly when familiar with requirements	____
Interpersonal Relations						
Reaction to Supervisor	Works best under firm, authoritative supervision		Works best with moderate supportive supervision		Works best with little or no supervision	____
Cooperativeness with Supervisor	Sometimes difficult to work with or comply with rules		Meets demands of the task		Is generally cooperative and more than meets demands of task	____
Relationship with Peers	Achieves acceptance by only a few members of the group		Achieves harmonious relations with most of group after a short time		Achieves quick and easy acceptance within the group	____

WORK HABITS SUMMARY SHEET

Learning and Comprehension

Response to Instruction ____
Concentration ____
Adjustment to Each Step or Task ____

Personal Reaction Toward Work

Frustration Tolerance ____
Consistency of Effort ____

Attitude toward Work

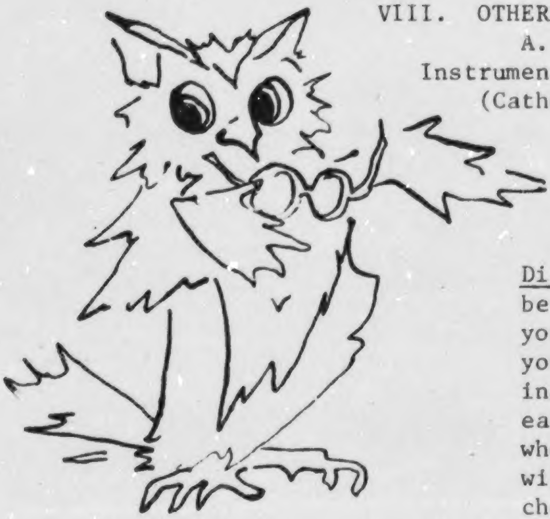
Motivation to Work ____
Reaction to Pressure ____
Interest in Task ____
Punctuality ____
Adaptation to Work Environment ____

Interpersonal Relations

Reaction to supervisor ____
Cooperativeness with supervisor ____
Relationship with Peers ____

Total ____

Adapted from Work Habits Rating Sheet - Developed at the McDonald Training Center Foundation, Research and Education Division, Tampa, Florida.



VIII. OTHER EVALUATION DEVICES

A. GENERAL

Instrument 1. Sociogram

(Catherine Cecil)

TELL ME-----WHO-OO-OO?

Directions: In this homemaking class, you will be working in committees. It is desirable that you have an opportunity to work with students whom you feel you work with best. Will each of you indicate your first, second, and third choice for each question? Your choices will be kept in mind when assigning the committees so that each of you will be with at least one of the people you have chosen.

1. Who is the person in class who usually has the most creative ideas?

1st Choice ______________________________

2nd Choice ______________________________

3rd Choice ______________________________

2. Who is your best friend in the class?

1st Choice ______________________________

2nd Choice ______________________________

3rd Choice ______________________________

3. With whom would you most like to work on a committee?

1st Choice ______________________________

2nd Choice ______________________________

3rd Choice ______________________________

4. Whom would you select as a leader of a class committee or project?

1st Choice ______________________________

2nd Choice ______________________________

3rd Choice ______________________________

TABULATION FORM FOR SOCIOGRAM

Chosen	Joe				Bob				Betty				Sue			
Chooser	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
Joe																
Bob																
Betty																
Sue																
Total First Choice																
Total Second Choice																
Total Third Choice																

SCORE CARD FOR TEACHER USE IN EVALUATING COMMITTEE REPORTS

(Barbara Ransberger)

Objective: Evaluates written and oral reports of committees.

Report ______________________

Committee Members ______________________

____

____

____

	Points	Score
A. Written Report:		
1. Is neat and legibly written	5	______
2. Shows evidence of background reading	10	______
3. Covers subject assigned	10	______
4. Summarizes information	5	______
5. Draws logical conclusion	5	______
SUB TOTAL	(35)	
B. Presentation to Class:		
1. Is organized	5	______
2. Includes each committee member	5	______
3. Is easily heard and understood	5	______
4. Presents the important material	10	______
5. Includes summary and generalization	5	______
SUB TOTAL	(30)	
TOTAL	(65)	

Comments:

CHECKLIST FOR INTERVIEWS
(Sara Porter)

Objective: Knowledge of factors to consider in conducting an interview.

Directions: Given below is a criteria for the pre-paration, conduction, and the follow-up of an interview. Place a (✓) in the appropriate column as to whether you did or did not accomplish each. Make any comments you would like at the end.

PREPARATION BEFORE THE INTERVIEW:

	No	Yes
1. Learn in advance about the culture or background of the group under study.		
2. Contact the proper person to ask permission for the interview.		
3. In the initial contact give name and state the purpose of the interview.		
4. Arrange the date, time, and place for the interview.		
5. Compile a list of specific questions to ask.		
6. Plan what to wear that would be appropriate.		
CONDUCTION OF THE INTERVIEW:		
7. Introduce self and briefly restate purpose of interview.		
8. Maintain a pleasing manner.		
9. Remain a good listener.		
10. Speak clearly and enunciate properly.		
11. Follow a fixed order of questioning.		
12. State the questions so that they are geared to the respondent's level of comprehension.		
13. Allow enough time for the interviewer to express his ideas.		
14. Use minimum time for taking notes.		
15. Record exact wording of responses.		
16. Mention when last question is reached to indicate the closing of the interview.		
17. Terminate the visit at the end of the questioning and responses.		

18. Adapt to different kinds of situations. ______

19. Express appreciation for interviewer's cooperation and helpful responses. ______

FOLLOW-UP OF INTERVIEW:

20. Interpret results. ______

21. Form a summary. ______

22. Write a report that followed the planned outline. ______

23. Select the most important parts of the report to present to the class. ______

24. Write a thank you letter to the interviewee. ______

COMMENTS:

CHECKLIST FOR STUDENT PARTIFIPATION

(Phyllis K. Lowe)

Objective: Evaluates students' participation.

Directions: Use the key below to record student response in class discussion. During the observations place tally marks ⊡ in the appropriate columns for each student's response; use for any number of discussions to obtain a composite.

KEY

V+	Volunteers response; correct meaningful
V	Volunteers response; partially correct, helpful
V-	Volunteers response; incorrect or irrelevant
C+	Called upon; correct response
C	Called upon; partially correct helpful
C-	Called upon; response incorrect or irrelevant
Q	Asked meaningful questions
Q-	Asked irrelevant questions

Name	V+	V	V-	C+	C	C-	Q	Q-

Instrument 2. Pretest in Management

Objective: Knowledge of good management practices.

Suggestions for use: Use at the beginning of a clothing construction unit to introduce the management phase of this area. The same type of problem could be used for foods or to introduce a separate management unit.

WHAT DO YOU THINK?

THINK
THINK
THINK

Sally rushes into clothing class just as the bell rings. She drops her books on a table and hurries to get her sewing box. She goes to her table with her supplies and takes her books to the shelves near the door where she came in. Going back to the table, she lays her various blouse pieces on the table, hunts for her guide sheet and finds it in the pattern envelope. She looks around to see what the other pupils are doing next, raises her hand to ask the teacher but the teacher is busy. She searches in the guide sheet for help. Her partner reminds her of their decision the day before that Sally was to use the sewing machine the first half of the period. Sally gathers up her blouse pieces, guide sheet, and thread and goes to the machine. She returns for her bobbin and pincushion. After picking out the two pieces of her blouse that she needs, she stitches a seam. She returns to her table and gets her scissors. Her partner reminds Sally that she has used her share of the time at the machine and her partner is ready to use it for the rest of the period.

1. In what ways did Sally manage fairly well?

2. In what ways was her management poor?

3. How would Sally benefit from being a better manager?

B. Future Homemakers of America

The Future Homemakers of America, national organization of students studying homemaking in high schools, is an important facet of the total homemaking program. Although many of the instruments given with the subject matter areas would be adaptable for use in evaluating pupils' project work for the degrees of achievement, it is alsoimportant to ascertain the effectiveness of the chapter as an integral unit of the program.

HONOR CHAPTER SCORE CARD

Objective: Evaluates the chapter according to established standards

____
Chapter

____
District

____
County

PROJECT	Possible Points	Earned Points
I. HAS WELL INFORMED OFFICERS AND MEMBERS	15	
a. familiarized 100% of members (5)		
b. used correct parliamentary procedure (5)		
c. 75% of members, 100% of officers read TEEN TIMES AND INDIANA FHA NEWSLETTER (5)		
II. HAS INTERESTED ACTIVE MEMBERS	35	
a. affiliated, before Nov. 1 (20) before Dec. 1 (10)		
b. involved members - 95 - 100% (15), 75 - 94% (10), 50 - 74% (5)		
III. GOOD BUSINESS PROCEDURES	20	
a. POW - given to members and principal (5)		
b. by laws on file in state office (5)		
c. held meeting each month (5)		
d. has FHA title (5)		
IV. PROMOTES NATIONAL PROGRAM OF WORK	30	
a. 3 meetings or activities (30)		
b. 2 meetings or activities (20)		
c. 1 meeting or activity (10)		
V. PROMOTES STATE PROGRAM OF WORK	10	
a. 1 meeting or activity (10)		
VI. PROMOTES INTEREST IN HOME ECONOMICS AND FHA	20	
a. completed activity to promote Home Ec. (10)		
b. completed activity to promote FHA (10)		
VIII. PUBLICIZES FHA ACTIVITIES	40	
a. local paper, once each semester (5)		
b. news to state office before Dec. 1 (5), before Feb. 1 (5)		
c. FHA week - 2 activities (10) more than two (15)		

IX.	IMPROVES HOME AND FAMILY LIVING a. activity involving family and FHA members 75 - 100% participation (15) 60 - 74% participation (10) 50 - 59% participation (5)	15
X.	USES FHA RUTUALS a. opening and closing ritual at regular meetings (5) b. instablation of officers (5) c. initiation of new members (5) d. conferring honorary membership (5)	20
XI.	IS REPRESENTED AT DISTRICT AND STATE MEETINGS a. all officers represented at fall meeting (5) b. chapter represented at fall meeting (2) c. one unit plans to attend state meeting (5) d. chapter represented at spring meeting (2) e. at least 10% of membership attended spring meeting (5)	15
XII.	HAS A CHAPTER MOTHER OR CHAPTER PARENT	5
XIII.	KEPT A CHAPTER SCRAPBOOK AND DISPLAYED IT AT DISTRICT MEETING	10
XIV.	SUBMITTED A CANDIDATE APPLICATION FOR DISTRICT OR STATE OFFICE PRIOR TO JANUARY 20.	10

Taken from HONOR CHAPTER STANDARDS, Future Homemakers of America

FHA MEMBER AND/OR OFFICER QUESTIONNAIRE

Objective: Recognizes quality of FHA program.

County ______________________________ School ______________________________

Number of Years of FHA Membership ____________________

Date ____________________ Male _____ Female _____

Directions to Students: Please respond to the following statements by circling "yes" or "no".

Yes No 1. Are you presently enrolled in a home economics course? If "yes", give the course number ____________________.

Yes No 2. Programs for regular monthly meetings are planned by the executive council before the opening of school.

Yes No 3. Your chapter has written a constitution.

Yes No 4. The executive council prepared a chapter handbook and distributed it to all members.

Yes No 5. Your chapter handbook includes projects selected from the state and national program of work.

Yes No 6. The opening and closing ceremony is used regularly at chapter functions.

Yes No 7. The majority of members participate in chapter activities which promotes the goals and purposes of the state and national association.

Yes No 8. The state and national magazines are used as a source for ideas useful in planning programs and individual projects.

Yes No 9. Parliamentary procedure is encouraged and practiced at chapter meetings.

Yes No 10. Through your participation in FHA projects you have interpreted to the school and community the high school homemaking program.

Yes No 11. Your chapter has selected chapter parents who assist in carrying out projects.

Yes No 12. You believe that high standards must be met and maintained to earn a Degree of Achievement.

Yes No 13. You are working on or have earned either a Junior, Chapter, or State Degree of Achievement.

Yes No 14. Your chapter has a degree committee which guides you in planning projects and evaluating plans and final reports.

Yes No 15. Chapter officers and committee chairmen have developed qualities of good leadership. They have poise and assume duties conscientiously.

Yes No 16. FHA membership encouraged you to take additional home economics courses.

Yes No 17. You have invited resource people to give chapter programs and they have helped explain opportunities in the many home economics professions and occupations.

Yes No 18. Chapter programs have been planned to which you invited persons such as parents, principal, faculty members, community leaders, boys, or girls who are not FHA members.

Yes No 19. By having been involved in FHA activities, you have done a project in your school, community and at home.

Yes No 20. Some FHA activities have given you more understanding of family situations, such as caring for older people, enjoying small children, using leisure time wisely, and handling money.

Yes No 21. By being an FHA;er you have had an opportunity to serve at banquets, act as a hostess, or care for children at special school functions.

Yes No 22. You believe that chapter officers and members make the major decisions about what chapter activities will be carried out.

Yes No 23. Chapter members and/or chapter activities encouraged you to want to join the FHA. If "no", who influenced your decision?

24. As a chapter member rate how well your chapter functions by writing in either Excellent, Good, Fair, Poor in the line to the left of the statement:

__________ Programs are well planned and most members attend.
__________ Social functions are fun and are learning experiences.
__________ Chapter meetings are regular, well planned and educational.
__________ Many members participate in chapter meetings and social occasions.
__________ Members use chapter handbooks.

25. What additional activity or social function would you like to see added to the chapter program? Why?

26. Additional Comments:

Copied from North Carolina Evaluation of Home Economics Department, State Department of Public Instruction, Raleigh, North Carolina, 1971.

C. HOME EXPERIENCES

Instrument 1. Evaluating My Home Experience -- Before and After

'I Evaluate'

Directions: Ask yourself the questions below regarding the home experience which you think you will choose. In the blank at the left of each question, answer "Yes, Somehwat", or "no", depending upon the degree to which the home experience meets the criteria indicated by the question. AFTER you have completed the home experience, ask these same questions again. In the blanks at the right of each question, place the appropriate word: "Yes, Somewhat", or "No".

My Home Experience: ______________________________

Will it ... Did it

_____ 1. Help me solve a problem of concern to me? _____

_____ 2. Give me a chance to learn something new? _____

_____ 3. Have the approval of mother and dad? _____

_____ 4. Prove to be difficult enough for me, but not too difficult? _____

_____ 5. Give me an opportunity to apply what I already know in a different situation? _____

_____ 6. Show me the connection between what we do at school and what we do at home? _____

_____ 7. Bring me into closer relationship with other members of the family? _____

_____ 8. Teach me to accept responsibility? _____

_____ 9. Teach me to make good use of my time? _____

_____ 10. Provide experience in planning and management? _____

_____ 11. Give me a feeling of satisfaction? _____

Instrument 2. Profile Chart

The Home Experience Achievement Sheet is to be used by the teacher in evaluating every home experience completed by each pupil. After the first home experience of the pupil has been checked on the achievement sheet, make a graph by connecting the check marks. Go over the results with the pupil in an individual conference, pointing out the progress made. Plan with her for desired improvement in the next home experience.

Home Experience Achievement Sheet

Directions: In the columns at the right indicate by an X the degree of achievement reached by the pupil on each of the criteria listed. Then on the lines below give evidences to support your judgment.

Degree of Achievement:

D -- None C -- Questionable B -- Definite A -- Optimum

Example:

1. Chosen by pupil because it was the best means of reaching her goal. (Checked under A) Evidences: Pupil expressed the need for learning to take responsibility at home.

Criteria for a Good Home Experience	Degree of Achievement			
	D	C	B	A
1. Home experience was chosen by pupil because it was the best means of reaching her goal. Evidences: ______________________ ______________________				
2. Experience met specific individual and home needs. Evidences: ______________________ ______________________				
3. Responsibility for planning the home experience was assumed by pupil. Evidences: ______________________ ______________________				
4. Plan was carried out intelligently and adapted to needs. Evidences: ______________________ ______________________				
5. The Home experience was a real challenge to the pupil. Evidences: ______________________ ______________________				
6. Provided experiences that school could not provide. Evidences: ______________________ ______________________				
7. Provided opportunity to use knowledge gained at school in solving personal and home problems. Evidences: ______________________ ______________________				
8. Provided opportunity to gain new knowledge. Evidences: ______________________ ______________________				

	Degree of Achievement			
	D	C	B	A
9. Secured cooperation and interest of family members. Evidences: ______________________________ ______________________________________				
10. Stimulated interest in assuming duties at home. Evidences: ______________________________ ______________________________________				
11. Resulted in better home practices. Evidences: ______________________________ ______________________________________				
12. Developed managerial ability. Evidences: ______________________________ ______________________________________				
13. Resulted in improved work in homemaking classes. Evidences: ______________________________ ______________________________________				

Instrument 3. Checklist

'Mother Evaluates, Too'

This evaluative instrument is designed to secure the mother's appraisal of the pupil's accomplishment in her home experience. It may be sent home to the mother for her to check and return to the teacher, or the teacher may take it to the mother on a home visit. This evaluation should be made immediately after the completion of the home experience. Other members of the family may check it.

Place a check (✓) in the appropriate column at the right of each question.

	No	To Some Extent	Yes
1. Was she interested in this home experience?			
2. Did she secure cooperation of family members?			
3. Did she follow her plans?			
4. Did she use her time well?			
5. Did she assume responsibility?			
6. Did she obtain good results?			
7. Did she benefit from the home experience?			
8. Did the family benefit from the home experience?			

Do you think this home experience was worthwhile?

Explain: ____

D. EVALUATING TEACHING AND PROGRAMS

Checklist for the Buzz Session

Directions: Mark (X) in the appropriate column to the right for each situation that was, was not, or was partly exhibited.

	Yes	No	Partly
1. Was the selection of the problem:			
a. About a real situation where real problems could be examined?			
b. Based upon a situation which was interesting and challenging to the group?			
c. One that is common to pupils' experience?			
d. Done in a democratic manner where the number of proposed problems were presented?			
e. Within the range of the student's experiences and abilities so that all members could contribute?			
2. Was the setting of the problem:			
a. Fully understood by the group so they could imagine themselves as alive to this problem?			
b. Stated so that the students could find facts or evidences to solve the problem?			
3. Was a careful assignment:			
a. Made before the group broke up into the different groups?			
b. Made so the group could volunteer or work with a role of their choice?			
4. Were the mechanics of the buzz session so explained that:			
a. Each sub-group could organize effectively?			
b. The session proceeded with evidences of reasoning toward the conclusion of the problem?			
5. Did the teacher:			
a. Give sufficient details to arouse interest and alert participation of the group in the buzz session?			
b. Raise questions about points being neglected?			
c. Challenge thoughtfulness on the part of the group when questions were asked?			
d. See to it that the summarizing discussions were clear and concise?			
e. Stimulate the group to understand the implications of the conclusions and the next steps to be accomplished?			
6. Was the room?			
a. Arranged for best possible buzz session participations?			
b. Large enough so resource materials could be made available?			

LET'S BRAINSTORM!

Teacher's Checklist For Brainstorming Session

Directions: Place a check (✓) in the column which best describes this session. Add comments that clarify or explain your responses when desired or necessary. Comments may include citations of evidences that support your response.

	Yes	Partly	No.	Comments
1. Did all members of class participate?				
2. Were any members made to feel inferior during the discussion?				
3. Did reticent members have a chance to talk?				
4. Were all opinions given a fair consideration?				
5. Were too many snap judgments made?				
6. Did personal experiences hinder critical evaluation?				
7. Was depth of thinking shown?				
8. Was there an enthusiastic participation.				
9. Was the discussion such that further thinking was stimulated?				

Four basic rules to follow in the brainstorming session:

1. Criticism is ruled out. (Do not criticize any ideas.)
2. Free-wheeling is welcomed. (Contribute any idea which comes to your head, regardless of how wild it is.)
3. Quantity is wanted. (The more ideas the better.)
4. Combination and improvement are sought. (As well as contributing new ideas, make suggestions for combinations and improvements of ideas already suggested.)

Instrument 3. Checklist on Questioning.

Directions: Underline the appropriate words or phrases (irrespective of the level in which they appear) that best describe your situation. Rate each item as 1, 2, or 3, depending upon whether the quality corresponds to the descriptions in the first or second columns or falls between the two. Record the rating of each item in the blank to the right. Add these values to find the total score.

	1	2	3	
PREPARATION Choice	1. Stereotyped quizzing from text material.		1. Connected with real life situation.	______
	2. No direct, visible connection with the pupils' problems.		2. Relevant to present need of pupils.	______
	3. Way in which pupils' thinking would progress ignored.		3. Sequence in series maintaining continuity of thought.	______
Construction	4. "What about ____', 'Who can tell me ____?' Vauge, including digressions.		4. Direct inquiry focused on definite teaching point.	______
	5. Long, involved, too fragmentary to have meaning.		5. Brief; any necessary explanation preceding question.	______
	6. Gross errors in English.		6. Grammitical construction satisfactory	______
	7. Meaning of crucial words not understood by pupils.		7. Vocabulary employed familiar to pupils; new words taught before use.	______
	8. Forms limited to two or three habitual types.		8. Forms varied enough to be interesting.	______
PROCEDURE Teachers' Questioning	9. Asked double or alternative questions		9. Asked singly, number kept minimum.	______
	10. Asked thought questions too fast, review or drill questions too slowly.		10. Asked at rate to achieve purpose.	______
	11. Name of pupil preceded question.		11. Addressed to whole class; all given time to consider question.	______
	12. Distributed hit or miss, or in rotation of seating plan.		12. Distributed according to individual pupil's ability and background.	______
	13. Accepts responses that are inaccurate, fragmentary, discursive, incoherent, minor points magnified and major points neglected.		13. Reasonable improvement in responses tactfully, but consistently required; correction of grammatical errors encouraged; major points emphasized.	______

	1	2	3	
Teacher's Handling of Responses	14. Reiteration of 'All right, 'Well, now _____' etc.		14. Response acknowledged with a nod, a questioning glance, etc.	_____
	15. Repetition of pupils' answers without justification.		15. Repetition of pupils' answers rare and for a definite purpose.	_____
	16. Teacher's reaction thoughtless, indifferent, or 'gushing', according to general habit.		16. Teacher considers effect on individual of different ways of handling responses.	_____
	17. Pupils passive, rarely ask questions except about minor routine.		17. Realistic, problematic situations provoke thoughtful questions by several pupils.	_____
	18. Questioning received by teacher with suspicion or alarm.		18. Encouraged by courteous consideration; direct approval given to worthwhile questioning.	_____

	1	2	3	
EVIDENCES OF ACHIEVEMENT				
Participation of Pupils	19. Volunteering limited to few; amount static or decreasing.		19. Volunteering evenly distributed and frequent	_____
	20. Pupils' questions negligible.		20. Pupils' questions nearly balance those of teacher in number and quality.	_____
	21. Pupils seem to require continuous stimulation from teacher.		21. Pupils organize and carry on independent discussion for increasingly longer periods.	_____
Stimulation of Thinking.	22. Contributions superficial, unorganized, inadequate in association of ideas.		22. Contributions increasingly supported by data, clear-cut analysis of relationships.	_____
	23. Tests show lack of expected knowledge, confusion unless applications are identical with class questions.		23. Tests show improved retension of facts, new applications of principles.	_____
			TOTAL	_____

Instrument 5. Role-Playing Strength-O-Meter

Directions: Underline the appropriate words or phrases (irrespective of the level in which they may appear) that best describe your situation. Rate each item as 1, 2, or 3, depending upon whether the quality corresponds to the descriptions in the first or second column or falls between the two. Record the rating of each item in the blank to the right. Add these values to find the total score.

1	2	3	
Use			
1. Method employed to arrive at facts and principles. Used because it is fun.		Method selected to bring out feelings, interpersonal relationships, and values that are difficult for pupils to discuss objectively.	____
2. Problem of no real concern to pupils.		Pupils felt a need for discussing these feelings, relationships and values. Contributes to class objectives.	____
Warm-Up Period			
3. Teacher presents a problem that few if any pupils encounter.		Role situation developed through teacher-pupil planning similar to problems commonly faced in daily living.	____
4. Teacher describes a situation where problem occurs.		Class proposes variety of situations where problem might occur. One situation selected by group.	____
5. Characters and details of situation left to the imigination of the role players.		Sufficient questions raised by teacher and pupils, about each character and situation to give a fair description.	____
6. Teacher selects pupils to play roles.		Pupils volunteer to assume roles.	____
Dramatization			
7. Pupils self-conscious, distort characters.		Actions and emotions early portray the characters.	____
8. Scenes result in a good time for pupils but little value in bringing out real feelings, values, etc.		Scenes bring out varying interpretations, facts, and opinions. Motivates good thinking	____
Analysis			
9. Little or no analysis of human interaction. Criticism of role players ability.		Adequate analysis made of role players interactions. Summary of insights into human interaction.	____
		TOTAL	____

CONSUMER AND HOMEMAKING EDUCATION PROGRAM OF VOCATIONAL INSTRUCTION EVALUATION

INSTRUCTIONS: Check the statement most appropriate to your program of vocational instruction. Add comments where necessary to clarify a statement. (Designed to be used by both coop and in-school programs)

1. The minimum and maximum program enrollments are in accordance with facility and vocational program characteristics for providing realistic instruction and safe conditions.

   A. The student enrollment is ideal ____

   B. The student enrollment is excessive. ____

   C. Additional students should be enrolled to justify continuation of the program. ____

   Comments: ____

   ____

2. An advisory committee appropriate to the program of vocational instruction is organized and functioning.

   A. Periodic meetings are conducted each school year for each PVI. Committee is organized and minutes are recorded. ____

   B. An advisory committee is formed with no meetings conducted. ____

   C. A general advisory committee is established with no advisory committee for program of vocational instruction. ____

   Comments: ____

   ____

3. Objectives for the program of vocational instruction are identified and are compatible with the overall philosophy and purpose of the school.

   A. The objectives are written to include skills, knowledges and attitudes in a sequential approach with specific attention to individualized instruction. ____

   B. Attempts are being made to develop behavorial objectives for programs of vocational instruction. ____

   C. Consideration of objectives of vocational education is not provided. ____

   Comments: ____

   ____

4. A youth organization is functioning in each program of vocational instruction.

    A. A youth organization is functioning as a co-curricular activity, is affiliated with a state and national organization and is available to every student. ______

    B. A youth organization is offered to students as extra-curricular, with no affiliation. ______

    C. A youth organization is not a part of the vocational education program. ______

    Comments: ____

    ____

5. Textbooks and instructional materials are up-to-date, readily accessible and utilized with specific reference from the instructor.

    A. A budget item is allocated each year for the program of vocational instruction for purchasing instructional materials. The instructional materials are available in a laboratory, classroom and/or resource center. ______

    B. Instructional materials and related textbooks are purchased from a common allocation and placed in school library. ______

    C. Funds are not allocated for instructional supplies and textbooks on a year-to-year basis. ______

    Comments: ____

    ____

6. Business and industry resource people in the community are used in the instructional program.

    A. A list of potential presenters is maintained. Presentation of materials to a program of vocational instruction relates to curriculum outlined. Travel to the business and industry setting is utilized as a means of instruction. ______

    B. Contacts with business and industry are non-structured. ______

    C. No contacts are made with business and industry. ______

    Comments: ____

    ____

7. Individualized instruction based on each student's need is an integral part of the program.

   A. A program of vocational instruction is designed with learning units directed to self study. Progress is recorded in behavioral terms for the student. _____

   B. Individualized materials are being developed. _____

   C. Instruction is directed toward a group with students progressing at the same rate. _____

   Comments: ______________________________

   ____

8. The program of vocational instruction relates to the skills and knowledge for an occupational area and is reviewed by persons involved in that area.

   A. A continuing analysis of the program of vocational instruction is carried on by instructor, advisory committee and students. _____

   B. A review is conducted at the end of each school year. _____

   C. No review is conducted. _____

   Comments: ______________________________

   ____

9. Articulation of programs with related content is planned to provide a total educational program.

   A. A system of curriculum planning for each program of vocational instruction with other educational programs is in effect through committee functions, teacher contacts, advisory committee recommendation and school assignment. _____

   B. Contact is made with individuals of related courses on an informal basis. Articulation of curriculum is completed only on initiative of instructor. _____

   C. Each program is operated individually of other similiar type programs. _____

   Comments: ______________________________

   ____

10. The instructor and guidance personnel work cooperatively with students in the selection of a program of vocational instruction based on student's interest, need and career objectives.

A. Students with specific career interest are referred by counselor to the appropriate instructor for individual counseling. ____

B. Students are selected for the program by the counselor after consultation with the instructor. ____

C. Instructors and counselors have no communication regarding student selection. ____

Comments: ____________________

____

11. The instructor in a program of vocational instruction in involved in activities that will result in his or her professional growth by considering:

A. Indiana Vocational Education Summer Conference. ____ No ____ Yes

B. Vocational educator workshops and/or class ____ No ____ Yes

C. Participation in business and industry sponsored activities. ____ No ✓ Yes

Comments: ____________________

____

12. A program of public relations is consistently carried out involving:

A. Assembly program (or other group counseling techniques) to explain program to prospective enrollees. ____ No ____ Yes

B. News releases in local or school newspaper. ____ No ____ Yes

C. Handbook or handout explaining program: administration and/or student. ____ No ____ Yes

D. Open house or "career days event" to explain program to the community. ____ No ____ Yes

E. In-service conference/meetings with guidance staff. ____ No ____ Yes

F. Parents. ____ No ____ Yes

G. Radio and TV presentations. ____ No ____ Yes

Comments: ____________________

____

13. Time allotment for the program of vocational instruction will allow objectives of program to be met and is within state guidelines of the program area.

____ No ____ Yes

Comments: ____

____

Copied from Self-Evaluation for Secondary Vocational Educational Programs in Indiana Division of Vocational Education, Don K. Gentry, Director, 1973.

STUDENT QUESTIONNAIRE ON THE INSTRUCTIONAL PROGRAM

County ______________________________ School ________________________________

Teacher ____________________________ Home Economics Course _______________

Date ________________________________ Male ☐ Female ☐

Directions: Please respond to each of the following questions by "yes" or "no". The statements apply to all years of home economics instruction unless "this year" is specified.

1. Have you had an opportunity to study and carry out activities in the following topics? (During any year in home economics).

Yes No a. Inter-personal Development

Yes No b. Consumer Education

Yes No c. Clothing and Textiles

Yes No d. Family Relations and/or Human Development

Yes No e. Foods and Nutrition

Yes No f. Home Care of the Sick

Yes No g. Housing and Home Furnishings

Yes No h. Home Economics Occupations and Professions

Yes No 2. Proper use of equipment and efficient work habits have been emphasized in the various topics studied.

Yes No 3. In some topics you have made your own plans and evaluated your progress.

Yes No 4. Suggestions from classmates have been used in some of the classroom activities.

Yes No 5. You have carried out a home experience this year.

Yes No 6. You have selected the kinds of home experiences you believed best suited your interests and needs.

Yes No 7. The teacher offered help to you in selecting, planning, and carrying out your home experiences and/or home project.

Yes No 8. You selected each home experience from a different topic of study in home economics.

Yes No 9. The home economics teacher has visited in your home before school opened or during this school year to get acquainted with your parents, or to help you with a home experience.

Yes No 10. Your parents encourage you to practice at home what you have learned in home economics class.

Yes No 11. You have been encouraged to ask for a private conference with your teacher to discuss your classwork, homework and/or a home experience.

12. The home economics department provides adequate

Yes No a. work space

Yes No b. storage space

Yes No c. equipment

Yes No d. books

Yes No e. supplies for student activities

Yes No 13. You have used the school library in preparing home economics assignments.

Yes No 14. You have been encouraged to become aware of the relationship between home economics and other high school courses.

Yes No 15. You are glad that you enrolled in a home economics course this year.

Yes No 16. You would encourage other high school students to enroll in a home economics course.

17. Additional Comments:

Copied from North Carolina Evaluation of Home Economics Department, State Department of Public Instruction, Raleigh, North Carolina, 1971.

STUDENT QUESTIONNAIRE ON INSTRUCTIONAL METHODS

County ______________________ School ______________________

Teacher ______________________ Home Economics Course __________

Date ______________________ Male ☐ Female ☐

Directions: Please respond to the following statements by circling "yes" or "no".

Yes No 1. This year you have been encouraged to express some of your needs and interests as topics of study, and helped decide when and how some topics would be studied.

Yes No 2. The teacher lets many students answer each question instead of same one or two of the students.

Yes No 3. The teacher encourages a student to explain why she thinks her answer is right.

Yes No 4. The teacher asks questions which lead to the basic idea being studied, rather than getting involved in small details.

Yes No 5. You have had adequate opportunities to carry out activities in home economics laboratory when studying the

- Yes No a. foods unit
- Yes No b. clothing unit
- Yes No c. housing unit
- Yes No d. home care of the sick unit

Yes No 6. Opportunities have been provided for you to review your test papers and other work with the teacher.

Yes No 7. You have been given the opportunity to give reports on various topics throughout the year.

Yes No 8. You have helped put up bullentin boards, displays and/or exhibits.

Yes No 9. Visual aids, such as films, filmstrips, slides and transparencies have been used in all topics you have studied.

Yes No 10. For some topics studied, students have acted out some situations.

Yes No 11. Occasionally the members of this class have been asked to get into small groups, discuss a given subject, and present reports to the total class.

Yes No 12. Homework and reading assignments have been meaningful to you.

Yes No 13. Class members have been encouraged to show others how to do something in front of the class.

Yes No 14. The teacher demonstrates ways of doing new things.

Yes No 15. The class has been on field trips to observe real situations.

Yes No 16. Guests have been invited to your class to give talks or demonstrations.

Yes No 17. You have a feeling that each day's classes and activities have been well planned.

Yes No 18. You have helped care for the home economics department.

Yes No 19. You have been encouraged to use what you learned in one topic while studying another topic area.

Yes No 20. You have been encouraged to express your ideas creatively either by writing, speaking, or drawing.

21. Additional Comments:

Copied from North Carolina Evaluation of Home Economics Department, State Department of Public Instruction, Raleigh, North Carolina, 1971.

ADULT GROUPS

In evaluating the work of adult groups, the instruments suggested on the preceding pages may be used. For example, the instruments included in the Clothing and Textile section may be used by the members of an adult class in clothing construction as appropriately as by the pupils in a high school class in evaluation their knowledge and skills in clothing construction. Likewise the preceding Consumer and Homemaking Education Program of Vocational Education Evaluation will provide guidelines for one wishing to evaluate the total program, including adult education.

In addition to using the above mentioned evaluative instruments, the teacher, administrator, the advisory group, and others may wish to consider the following aspects more closely.

The Community:

Is there evidence of interest and cooperation in the development of adult education by community leaders and organizations?

Is there cooperation on the part of the local and school press and radio medias?

The Program:

Does the program incorporate many phases of education relating to family living?

Is it adapted to community characteristics and needs?

Is it flexible so that it may be adjusted and adapted to changes in living?

Does it stimulate and develop the ability in adults for active, intelligent participation in the solution of the social-civic problems?

The Students:

Is there evidence of an increasing interest of those enrolled in meeting the responsibilities of home and family living?

Is there evidence that those enrolled are bringing to class their individual problems for solution?

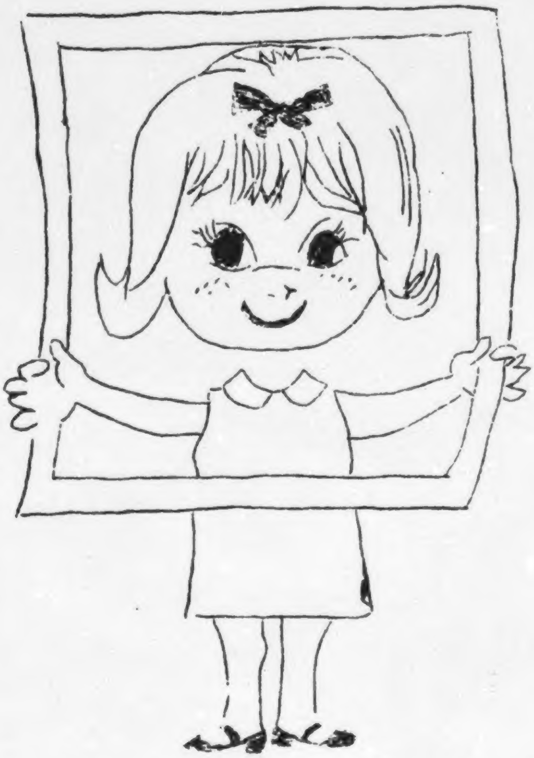
Is there evidence that those enrolled work independently and use the instruction intelligently in the class and in their homes?

The Teacher:

Does the teacher use the methods and techniques best adapted to the ability and current practices of the group?

Are the students aided in developing initiative in both thinking and doing?

Has the teacher an understanding and appreciation of the present needs and problems of class members?



GETTING TO KNOW YOU

Information needed to complete the
Picture of YOU

Name ______________________________

Address ______________________________

Phone ______________________________

Marital Status ___ Single ___ Married
___ Widowed ___ Divorced

If married, spouse's name ________________
Occupation ________________

Children's names and ages ________________
____
____

Schools Attended		Years Attended
Grade School	________	________
High School	________	________
College	________	________

Work Experience

Date	Place	Type of Job

Community Service

Social	Community	Church	Professional

Travel Experience

Date	Place

Goals

Present	5 years	10 years

Interests: If participant in activity mark P. If spectator in activity mark S.

Sports
- Basketball ___
- Baseball ___
- Tennis ___
- Golf ___
- Bowling ___
- Football ___
- Swimming ___
- Skiing ___
- Riding ___
- Other ___

Collections
- Stamps ___
- Recipes ___
- Records ___
- China ___
- Antiques ___
- Menus ___
- Coins ___
- Placemats ___
- Matchbooks ___
- Other ___

Skills
- Painting ___
- Sewing ___
- Cooking ___
- Knitting ___
- Needlework ___
- Other ___

Talents
- Singing ___
- Piano ___
- Organ ___
- Other ___

IX

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B. Commercial Evaluative Instruments

The Anatomy of a Sale, Study Guide, ER40, Association-Sterling Films, Inc. Agents for Sears Consumer Information Services, 512 Burlington Avenue, LaGrange, Il., 60525, 1972. Price, $1.00. Examines the interacting structures of buying/selling situation and the roles of buyer and seller. It contains instruments for evaluation, topics for discussion, situations to analyze and narration for a filmstrip.

Money Talks. Household Finance Corp., Prudential Plaza, Chicago, Il., 60601. Price, $3.50. Contains ideas for case problems in an instruction manual in a multi-media kit.

"Perspectives on Consumer Behavior" section in each of the following books: Early Childhood Consumer Education, Elementary Level Consumer Education, Secondary Level Consumer Education, Consumer Education in Junior and Community Colleges, Postsecondary Vocational and Technical Institutes, Preparing the Consumer Educator, and Adult Consumer Education in Community. Price, $3.00 each or $15.00 for a boxed set. Adult Consumer Education in Community from CEMP, Ed Services Division, Consumers Union, 256 Washington St., Mount Vernon, NY, 10550.

Plihal, Jane, and Marjorie Brown, Evaluation Materials - Physical Home Environment and Psychological and Social Factors. Burgess Publishing Company, 426 South Sixth St., Minneapolis, Minn., 55415, 1969. Provides evaluation devices for teachers to select and adapt to their respective teaching situations in the teaching of housing and home furnishings or, more abstractly, the physical environment of the home.

"Survey of Student Spending," Resources in Consumer Education, 30 Winchester Canyon Rd., SP 87, Goleta, AC 93017. Price $1.00 and self-addressed envelope. A reproducible four-page questionnaire plus instructions for record-keeping and how to gather information on possessions, preferences, and practices of young people in consumer economy. Suitable for junior high through high school.

"Test of Understanding in Personal Economics", Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY, 10036. Price, packate of 25 test booklets, $5.00 and Interpretative Manyal, $1.50. This test can easily be converted to content questionnaires.